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ABSTRACT

The annotated bibliography provides descriptions of resources which are considered appropriate for educational personnel development programs to prepare teachers involved in career education. Many of the materials described in the document were designed and developed for use with students in the local school classroom. The materials are presented under the following headings: (1) elementary; (2) junior/middle--general and subject areas (language arts, science, social studies, industrial arts, home economics, and other); (3) senior--general and subject areas (language arts, business, industrial arts, math, social studies, vocational education, and home economics); (4) counseling and guidance--elementary, junior/middle, senior, post secondary, and general; (5) post secondary; (6) administration--general and curriculum development; and (7) general education. (Author/EC)

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CAREER EDUCATION RESOURCES FOR EDUCATIONAL PERSONNEL DEVELOPMENT: An Annotated Bibliography

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NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The career education concept is receiving wide acceptance at both the local and state levels of American education. A considerable effort has been made in terms of in-service teacher awareness and orientation to the concept, and many workshops have been conducted on methods of integrating the career education philosophy into day-to-day classroom instruction.

Though movement toward infusing the career education concept into educational personnel development programs is gaining in momemtum, many teacher and counselor educators have experienced difficulty in locating resource materials which are appropriate for such programs. Many other teacher and counselor educators have not had time to research the literature or other sources for suitable materials. The purpose of this annotated bibliography is to provide a brief description of resources which are available and considered appropriate for educational personnel development programs. In an effort such as this, it is almost impossible to locate and review all documents and materials which have been developed throughout the Nation. It is felt that an additional amount of high quality materials were available at the time of this writing but not readily accessible by the authors. Thus, the exclusion of any particular piece or set of materials in this bibliography does not neceassarily indicate that it was considered inferior. Neither should it be assumed that inclusion necessarily implies endorsement. Any of the reviewed materials which were omitted were done so because, in the judgement of the authors, they were not directly related to educational personnel development.

Many of the materials described herein were designed and developed for use with students in the local school classroom rather than for use in teacher preparation per se. It is recognized, however, that the individuals currently preparing to teach will be in the classroom of the local school and must be familiar with the types of materials which they will find or need to develop when they ultimately enter the teaching profession.

It is hoped that this annotated bibliography will be a worthwhile contribution to the integration of career education into programs for teacher preparation.

ELEMENTARY

Aksamit, Mary Ann, et. al. Elementary Career Education Activities: K-3, Powell Public Schools, Wyoming State Department of Education, Cheyenne, Wyoming, 1974. (Ed 106 544)

This is a curriculum guide designed to integrate elementary school curriculum with career education concepts in the primary grades. The major objectives are to acquaint the students with careers in order to develop a positive awareness of and attitude toward work, to appreciate the contributions that they can make, and to develop basic skills for entry into the work world.

For the first grade, the students examine the occupations of the optometrist, zookeeper, carpenter, nurse, doctor, farmer, dentist, and policeman, as well as the general career areas. The students on the second grade level study occupations with skilled and unskilled workers; dairy related occupations; fire fighters, librarians, veterinarians, bank clerks and tellers, post office occupations, telephone operators, nurses, and dietitions. For third graders, the nine occupations are those of: Wool growers, workers in transportation occupations, newspaper reporters, retail trades, teachers, barbers and cosmetologists, foresters, as well as workers in building trades and in food production. Each occupational area contains a list of suggested activities, resources, suggested resource people and field trips, and audiovisual materials. No kindergarten materials are included in the document.

Bailey, Larry. A Curriculum Model for Facilitating Career Development. Southern Illinois University School of Technology, Carbondale, 1971. (Ed 060 198)

Many career education programs have been criticized because they concentrate on dispensing information instead of developing competencies. Part of this weakness, the author feels, is due to the absence of a rationale based on research and supported by a knowledge of child growth and development. This project was designed to show how knowledge of career development theory and research could be applied to a functional and logically consistent curriculum framework. A suggested outline for career development in grades 1-8 is presented. Each individual is seen progressing through a number of vocational development stages beginning with the formation stages and extending through the translocation-implementation stage.

These materials should benefit teacher educators who are involved with the preparation of elementary teachers.

Bank, Ira Mayer. "The Effect of Career Word Games on the Vocational Awareness of Selected Third and Fifth Grade Students," Dissertation Abstracts, 32:1 (July, 1971), p. 167-A.

The research was conducted to determine the vocational awareness and vocabulary of elementary school youngsters. A secondary purpose was to determine whether Career Word Games would enhance vocational awareness and vocabulary.

The study concluded that there has been a lack of research regarding the vocational awareness of elementary youngsters and a corresponding lack of materials available for increasing vocational awareness. Career Word Games were found to be an effective technique for integrating career guidance and curriculum. Teachers and curriculum specialists will appreciate the innovative methodology provided by Career Word Games.

Becker, Gary, et. al. Elementary Career Education Activities: Grades 4, 5, and 6, Powell Public Schools, Wyoming, 1974. (Ed 106 545)

This is a curriculum guide designed to integrate elementary school curriculum with career education concepts. The major objectives are to acquaint the students with careers in order to develop a positive awareness of and attitude toward work, to appreciate the contributions that they can make, and to develop basic skills for entry into the work world. In the fourth grade, the students examine the following occupations: veterinarian, weatherman, dentist, game warden, meat-cutter, petroleum industry worker, service station attendent, nurse, and radio announcer. Fifth graders study careers in geology, transportation, communications, armed forces, and recreation, as well as specific occupations (salesman, chef, and mechanic). In the sixth grade, the nine occupations studied are: health services, computer science, photography, law enforcement, architecture, city government, space travel, oceanography, and conservation. Each occupational area contains a list of suggested activities, suggested resource people and field trips and audiovisual materials.

Braunburger, Floyd. World of Work. Utah State University, Department of Elementary Education, 1974.

This volume is designed to help teachers and administrators gain knowledge about occupational awareness and the need to give direction to the development, implementation and evaluation of career education. Complete instruction packages have been developed for various grade levels and subject matters. Also included are elements and examples of a proposed unit of study with suggestions for writing one's own study units. Another feature is a selected bibliography of occupational literature.

This volume should be helpful for teacher educators who work with teachers and administrators in helping them develop more occupational awareness, so they might be better prepared to help their own students and personnel.

"Bread and Butterflies," Agency for Instructional Television, Box A. Bloomington, Indiana 47401, National Instructional Television.

These materials were developed for age levels 9 to 12 and deal with helping students consider who they are and who they will become. This television series establishes career development goals which are essential to future career choices and to an understanding of the economy itself. It recognizes that the individual is the real concern and that to understand others and the work they do provides the student with a basis for understanding himself.

The project includes fifteen career development programs as well as a comprehensive teacher's guide.

Calling Careers: Overview and Accompanying Teacher's Manual. Maryland Center for Public Broadcasting, Owings, Mill, Maryland, Bureau of Adult, Vocational, and Technical Education, Washington, D.C., Division of Vocational and Technical Education, 1973.

Calling Careers is a series of fifteen 20-minute lessons on videotape intended to acquaint fourth through eighth grade students with twelve occupational clusters and to demonstrate the career opportunities within them, the relationships between them, and the personal characteristics and work habits they require. The series also demonstrates how jobs provide personal satisfaction, how they are related to present interests and activities, and how community influence affects career choice. The manual to be used with the videotaped lessons assists the teacher by supplying a variety of resources for each cluster: construction, communication, medical services, health services, and manufacturing. For each lesson, an overview provides a brief description of the unique qualities of one cluster along with behavioral objectives and a summary. Both pre-session and post-session activities are suggested to support and reinforce the lesson. Some of the activities are general while others are directed toward specific curricular areas. A bibliography of reading material is provided for students which includes both fiction and non-fiction entries.

Career Achievement Skills Training Program Lesson Plan Manual. Developed by Pontiac Public School, Elementary and Junior High Level, Pontiac, Michigan, 1974.

This manual describes some steps and ways for developing a system of lesson activities for teaching skills in elementary and junior high school. It is based on a program called "Cast." The manual sets out a basic goal, principles for each lesson, a performance objective, materials to use, notes and evaluation, check steps, and additional suggestions or information for an instructional format for each of the lesson plans presented. The lesson plans are designed for presenting the career concept in various disciplines. These materials suggest ways to involve parents in the career idea program with the students.

The manual presents guidelines and aids for guidance counselors and shows their role in the career education program.

Teacher and counselor educators will find this manual to be beneficial to their instruction.

Career Awareness: Suggestions for Teachers. Kentucky University, Lexington, Kentucky, Vocational Education Curriculum Development Center, Bureau of Occupational and Adult Education, Washington, D.C., August, 1974. (Ed 098 410)

This handbook for elementary teachers involved in career education includes an overview, strategies for teaching, and sample units and plans for grades K-6. It is not a curriculum guide or comprehensive outline but an aid to teachers not familiar with career education concepts who wish to develop their own resources. The 15 occupational clusters are listed and broadly defined. Elaborating on the concept of career awareness at the elementary level, teaching strategies are outlined in the following categories: (1) the interview, (2) research, (3) class meetings, (4) field trips, and (5) the use of specialists. A typical form for unit planning introduces a 65-page section offering teacher-developed sample units and plans for each grade level. Each unit plan outlines general and behavioral objectives, job listings, initial activities, discussion, research, interviews, vocabulary, curriculum integration, simulation, hands-on culminating activities, and evaluation techniques.

Career Development Curriculum Guide for Intermediate Grades. Racine Unified School District 1, Wisconsin, 1973. (Ed 106 554)

These guidelines for integrating career development in the intermediate grades were prepared at a local career development workshop and include ideas for teachers developing programs and wishing to provide career experiences for their students. The guide briefly discusses the career development model and concepts, with suggestions for teachers. Units are presented relating to 12 personal and work related concepts, one or two objectives, and accompanying learning outcomes, for grades 3-4 and 5-6. The related subject area, suggested learning activities, resources, and evaluation are outlined for each concept, sample unit plans, and study guides and worksheets.

Career Motivation Curriculum Guide: K-6. Willoughby-Eastlake School District, Willoughby, Ohio, 1974.

A sample unit focusing on Thanksgiving, to be used in conjunction with a K-2 World of Work unit, introduces the curriculum guide. The remainder of the Career Motivation segment of the Ohio Career Development Model consists of outlines for several units in each of the areas of World of Work, self, economics, and the individual and his environment, presented for grade levels K-2, 3-4, and 5-6. Each of these units states a developmental, as well as several related, behavioral objectives to be taught and outlines suggested activities and ideas for evaluation.

Elementary School Project for Level One: Resource Unit. Lincoln County Exemplary Program in Vocational Education, Lincoln County Schools, Hamlin, West Virginia. (Ed 106 565)

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the first grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans each focusing on a particular occupation or group of occupations. The lessons comprise more than half the document and introduce the child to the world of work by examining the working life of his immediate family members and studying workers with whom he comes into contact. The child and his family, self-understanding, and an awareness of how the child relates to the world around him are concepts stressed. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources.

Elementary School Project for Level Two: Resource Unit. Lincoln County Exemplary Program in Vocational Education, Lincoln County Schools, Hamlin, West Virginia. (Ed 106 566)

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the second grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans each focusing on a particular occupation or group of occupations. The four lesson plans, which comprise more than half the document, introduce the students to new and different kinds of community workers. This phase of career awareness involves job skills related to the total community. The occupational areas emphasized include aircraft and agricultural occupations, clothing manufacture, and the construction industry. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic componenes: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulation exercises, competence development resource role models, and multi-media occupational information.

Elementary School Project for Level Three: Resource Unit. Lincoln County Exemplary Program in Vocational Education, Lincoln County Schools, Hamlin, West Virginia. (Ed 106 567)

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the third grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans, comprising more than half the document, each focusing on a particular occupation or group of occupations. Designed to increase occupational horizons from the immediate environment to the larger community, the lesson plans compare and contrast occupations in the immediate area to those found in other communities. The following occupational areas are emphasized: railroad workers, various community occupations, the bakery, and food production and services. Also included are suggested field trip sites, techniques for use of experience charts, suggested parent letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources.

Elementary School Project for Level Four: Resource Unit. Lincoln County Exemplary Program in Vocational Education, Lincoln County Schools, Hamlin, West Virginia. (Ed 106 568)

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the fourth grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter and specific lesson plans, comprising more than half the document, each focusing on a particular occupation or group of occupations. Moving the focus of occupational studies to job opportunities on a State level, the lesson plans emphasize the development of positive personal and career attitudes. Jobs within the State's major industries, the coal industry, glass production, and law enforcement occupations are the occupational areas examined. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials.

Elementary School Project for Level Five: Resource Unit. Lincoln County Exemplary Program in Vocational Education, Lincoln County Schools, Hamlin, West Virginia. (Ed 106 569)

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the fifth

grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans, comprising more than half the document, each focusing on a particular occupation or group of occupations. Developing positive work attitudes, choosing goals, and studying occupation areas of personal interest are concepts stressed in the unit. Lesson plans deal with: United States industries as they relate to geographic regions, the communications field, craft occupation, emphasizing Appalachia, and the U.S. monetary system and related financial occupations. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulation experiences, competence development, resource role models, and multi-media occupational information.

Feely, Elizabeth Linch. "A Design for Using Community Resources in the Elementary School Curriculum," Dissertation Abstracts, 33:9 (March, 1973), p. 4794-A.

The purpose of this study was to formulate a design for the utilization of community resources in the elementary school curriculum. There are three facets of the design: viz., (1) the first facet postulates ways of effecting planned change in an elementary school, (2) the second facet deals with the identification and coordination of community resources in the elementary school curriculum.

Based on a review of related literature, a model is presented for effecting planned change in an elementary school. Intrinsic in the model is the acknowledgement that there are five operational levels within the system; viz., principal, teacher, learner, system-wide personnel, and community personnel. Other models are also presented in the study.

The models discussed in this study are of great value to principals, teachers, state and community personnel, and curriculum specialists in organizing the school environment to mobilize community resources and to effect change.

Flaaten, Wayne Richard. "The Role of the Elementary School Principal, Teachers, and Parents in the Area of Curriculum Improvement," Dissertation Abstracts, 33:6 (December, 1972), p. 2640-A.

This study was conducted to compare how a jury of experts and a group of elementary school principals perceived the ideal and actual roles of the elementary school principal, teachers, and parents in the area of curriculum improvement. The study was conducted in Ventura County, California. A questionnaire was used to obtain the opinions.

The findings of the study showed that both the jury of experts and the principal's group felt that the elementary principal, teachers, and parents should be involved to a much greater degree in the process of curriculum improvement. Opportunities for this involvement need to be provided in order to enhance the curriculum of the elementary school.

Getting It All Together: Career Education. Palatene, Illinois, Northwest Education Cooperative, 1974. (Ed 102 376)

This is a teaching handbook developed to assist teachers in implementing career education instructional programs at all levels of primary and junior high school. The first section provides career education concepts and offers suggestions for activities and a unit outline for kindergarten students. Section two deals with career education designed for the intermediate level. Objectives are listed, a career fair described, and a manufacturing unit outline provided. It includes program objectives and units dealing with home construction, home economics, and food services. Also included are teaching tips, a resource list, and teacher-developed materials.

Gibson, Robert L. Career Development in the Elementary School. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972.

Because elementary years are years of curiosity and inquiry, trial and exploration, and relative freedom from prejudice, this is the natural time for developing appropriate career foundations among students. This publication was designed to suggest guidelines for meeting these opportunities through career guidance and is intended for use in the preparation of counselors, elementary school teachers, and administrators. The first two chapters provide rationale and another discusses the specific activities of such a program and provides illustrations. The fourth chapter suggests approaches to program development in the elementary school.

Guiffeth, Bernadette, ed. Career Education Curriculum Guide: Elementary K-5. The Washington School Districts. Seattle, Washington, 1973.

The lesson plans presented here have been tested and used in the Washington school district. These lesson guides leave room for the individual teacher's own input. Each lesson has the program and course goals stated and then goes into instructional and behavioral objectives, learning activities, and resources used. The plans are developed for different areas in the curriculum.

This pamphlet would serve as a useful guide for the teacher educator, in helping pre-service teachers learn to develop career education materials at the elementary level.

Gysbers, Norman and Earl Moore. Career Education Curriculum Materials, 8 Industrial Education Building, University of Missouri, Columbia, Missouri 65201, 1975.

This guide has been developed for use by educators interested in infusing career education concepts into the existing elementary school curriculum.

The materials include sections on classroom discussion groups, methods for occupational exploration, and values clarification. Also, modules are included for developmental learning activities.

The learning activities are systematically organized to provide learners with knowledge, skill, and understanding of self and life roles with implications for careers.

Haberman, Don, and Jacquelyn Crabtree, eds. Samples of Career Education, K-6 Units in Health, Science, Math, Language Arts and Social Studies, 1972. (Ed 095 294)

This document developed by teachers during two career education workshops, includes various ideas on ways in which career education can be integrated into subject matter areas in the elementary grades. Emphasis is placed on the use of local businesses as resources both for learning experience in subject areas and for career awareness experiences. Ideas for classroom activities, field experiences, and sources of materials are included. A short section discusses ideas for implementing career education in the elementary school.

Holstein, Herbert B. Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Lincoln County Schools, Hamlin, West Virginia, Vol. IV, 1971.

This is an annotated resource guide which identifies commercially produced career education materials. Items listed include: (1) books, (2) filmstrips, (3) filmloops, (4) records, and (5) cassettes. The guide includes information concerning grade levels and suggestions for use of the material.

Teacher educators in pre-service programs as well as those working with in-service training will find this guide to be a beneficial aid.

Hoyt, Kenneth, Nancy Pension, Darryl Laramore, and Garth Mangum. Career Education and the Elementary School Teacher, Salt Lake City, Utah. Olympus Publishing Company.

Presented here is a rationale for and examples of effective general instruction through career awareness experiences for kindergarten through sixth grade. Also the career development process is explained as part of human growth and development. Sections are

presented on school-community, homes and families in Career Education, as well as information concerning pre-service and in-service training.

This work should be useful for those involved in the preparation of elementary school teachers.

Jacobsen, Kaare. Career Education. Norwalk Public Schools, Norwalk, Connecticut, 1974.

These materials cover elementary and middle school curriculums by infusing career education unit goals. Objectives and activities are given in the various areas. It also includes a unit on value classification and a complete outline with instructional plans for in-service training of teachers. This developmental curriculum includes a vast number of subject areas, and gives creative suggestions for ways to incorporate the career education idea into the curriculum on elementary and middle school levels.

Juhl, Lynn and Kathryn Rimer. In-service Training: Elementary School. Moss Point Municipal Separate School District, Moss Point, Mississippi, 1974.

This discusses the rationale for career education and lists objectives in terms of awareness, attitudes, skills, and decision making. It also describes many activities to be used to accomplish these goals. The publication includes a list of films, games, puzzles, ideas for discussion, and bulletin boards.

These materials present useful ideas which might be applied in methods courses dealing with the elementary school.

Maxwell, David. A Guide for Implementing Career Education at the Elementary Level. Muscatine Iowa Community Schools, Muscatine, Iowa.

This guide is to help elementary schools with implementing career awareness. It describes steps for developing a philosophy by an awareness committee and advisory council. It then presents a program assessment and a long-range plan, which includes scope, sequences, resources, timeliness, evaluation, and the implementation. The guide deals with instruction objectives, activities integration into the curriculum, and resource materials.

This guide is developed in such a manner that elementary teachers and teacher educators could use it as an aid and also as a guide for developing their own material to fit their curriculum.

McCoy, Pat and Thomas Miller. Career Awareness/Motivation. East Baton Rouge Parish School System, Baton Rouge, Louisiana, 1973.

This is a handbook for implementation in the elementary school. It defines the role of the principal, teacher, guidance counselor,

student, and parents in career education. These units are designed with behavioral objectives and have given steps for unit development. They also present some sample units in various subject areas. Included are activities to help implement career education.

These materials might be used as examples of how, and what type of, materials might be developed at the elementary level.

Models For Career Awareness, Self-Awareness - Classroom Activities. Grimes State Office Building, Des Moines, Iowa 50319.

This material points out that to develop a child physically, intellectually and emotionally is one of the primary tasks of education and that society too has some responsibility for this task. This is based on the concept that career education helps to develop the child and reaffirm individual needs and choices by involving all of the educational processes at all levels.

The Iowa education department in developing this concept has prepared a guide which presents self-awareness ideas to help teachers plan for classroom activities.

The guide is divided into three grade levels: (1) primary: kindergarten through second, (2) intermediate I: third through fourth, (3) intermediate II: fifth and sixth. Each of these grade levels deals with the child's self awareness in the physical, social, and emotional areas and his world of school, family, community and self.

This guide has many useful suggestions for pre-service educators in the elementary levels.

Peterson, Marla, Ann Jackson, Carl Tausig, Janet Sutherland, and Judith Barford. Curriculum Materials Prospectives. Charleston, Illinois. Center of Educational Studies, School of Education, Eastern Illinois University, 1974.

This pamphlet presents a curriculum design for K-6 dealing with various areas, such as language arts, math, science, social studies and others.

The activities developed and provided in the material present performance objectives, which deal with decision making dimensions, attitudes, and appreciation. Activities for developing career awareness and subject matter concepts along with pre-planning suggestions of ways to use resource people are included also.

These materials would be useful to the elementary teacher for implementing these career concepts into their own curriculum.

Peterson, Marla, et. al. Bibliography of K-6 Career Education Materials for the Enrichment of Teacher and Counselor Competencies. Eastern Illinois University, Charleston, Center for Education Studies, October, 1973. (Ed 073 287)

Prepared for staff of the Enrichment of Teacher and Counselor Competencies in Career Education (ETC) Project but of use to local school personnel in developing K-6 career education programs, this annotated bibliography contains career education materials found through a review of research reports, articles in professional journals, and commercially and non-commercially published materials. Entries are arranged according to the following categories: (1) Theory, Rationale, Philosophy, which includes professional materials listed alphabetically by author or title, (2) Non-Commercial Materials, which includes curriculum guides, projects, and units listed alphabetically by state, (3) Commercial Materials, which contains books and audiovisual materials listed according to types of packaging (films, books, etc.) and content relating to self-development, world of work, and occupational clusters, (4) Measurement and Evaluation Instruments, which lists instruments for measurement of self-awareness and occupational interest in young children, and (5) Bibliographies. In addition to titles and author(s) each entry contains publication information and an annotation, which was either written by ETC staff or was reproduced from abstracts appearing in "Research in Education: (RIE), "Abstracts of Instructional Materials in Vocational and Technical Education (AIM), or "Abstracts of Research Materials in Vocational and Technical Education: (ARM).

Pritchard, Mary, ed. "Models for Career Education in Iowa," Implementing Career Education Objectives in the Classroom Awareness Phase, Department of Public Instruction, Ames, Iowa 50010, 1974.

This pamphlet describes procedures which were employed in the development of classroom career education activities. It also includes suggestions for developing additional activities and sets out the steps in the development.

The activities deal with the awareness phase and the material sets out education objectives and instructions for the plans. A unit on self-perception has been presented which includes things such as becoming aware of one's own mental and creative abilities, awareness of one's physical characteristics, recognizing feelings toward self-perception, concerns relative to adults and environment and recognizing that one can learn through the senses.

Also included is a unit on the World of Work activities. In this unit is included the education objective and instruction objectives as well as plans for the activity and evaluation. This booklet should be most helpful to the elementary school teacher in implementing career education.

Reed, Alden M. "Utilization of Community Resources by Public Elementary School Teachers," Dissertation Abstracts, 30:11 (May, 1970), p. 4741-A.

This study identified the factors encouraging teachers to utilize community resources in instructional planning at the elementary school level.

The school district was evaluated in terms of general information, organization for resource use, communication devices, encouraging practices, discouraging practices, and others. The teachers' practices and views were determined regarding types of resources used, sources of assistance, use of the field trip, and others.

The results of the survey and the detailed listing of factors influencing the utilization of community resource should be of interest to any educator wishing to promote the interdependence of school and community.

Research and Development Project in Career Education, Final Report, Volume II, Washington State Coordinating Council for Occupational Education Olympia, Bureau of Adult, Vocational and Technical Education, Washington, D.C., August 7, 1973. (Ed 085 535)

This volume supplements the final report of the research and development project in career education. Materials produced by teachers participating in the career education project are listed by elementary, junior high and high school level and keyed to unit numbers. Non-site produced materials are similarly listed. Career education materials for K-12 which were purchased at the request of design teams members are listed. Units on teaching the Dictionary of Occupational Titles by librarians and on a freshman social science course are described. Guidelines on availability and dissemination of career information are given. In-service workshops on a school-based model in career education were surveyed and are reported. The evaluation forms with response totals are included.

Roth, Marvin J. "Career Awareness in the Elementary School," Dissertation Abstracts, 33:9 (March, 1973), pp. 5056-A - 5057-A.

The study was designed to determine the affects of a career awareness program on the information and attitudes sixth grade students have about careers.

A review of literature revealed a strong national trend toward career development education accompanied by considerable federal, state, and local funding for planning and establishing career development programs. This new emphasis on career development education included career awareness in the elementary school.

The target population was the 2,314 sixth grade students in Washoe County School District, Reno, Nevada. The treatment period, lasting one semester, consisted of a change in emphasis in the use of the regular sixth grade curriculum and involved a wide variety of learning experiences designed to make the students aware of careers, workers, and the world of work. The program was entitled, Sequential Approach to Vocational Education (SAVE).

Among the conclusions drawn from the study were the following: short exposure to career awareness experiences seemed to affect the information students have about careers, but not attitudes; prolonged exposure to career awareness activities seemed to affect both the information and the attitudes students have about careers. It was recommended that the district's career awareness program be expanded to include grades kindergarten through six in all elementary schools.

This article may be appropriate for those persons particularly interested in curriculum development and the training of personnel in elementary education.

Schwaiz, Otto. Career Exploration Program. Admiral King High School, Iorain City Schools, Iorain, Ohio, 1973.

This guide is designed for the staff working with programs in career exploration. It deals with the teacher's role and responsibility, areas of involvement for the coordinator, and the role of counselors in the career education program. The material includes a career activities planning guide along with suggested career education activities in areas of self-understanding and appraisal, education, and vocational planning.

This guide would be useful in all areas of education, including counseling as well as implementation techniques needed for the curriculum designer.

Teacher Guide for Career Awareness Process in the Elementary Schools. Printing Department, Springfield Public Schools, Springfield, Oregon, 1974.

This guide was developed from a workshop which dealt with identifying student needs and goals. Workshop participants established objectives, activities, and resources to be used in facilitating career awareness. The group also dealt with staff's needs, goals, objectives, and activities, and outlined their various responsibilities including in-service training. Community needs, goals, and objectives were considered. The guide also gives an excellent list of resources and bibliography.

This guide would be useful to all elementary pre-service and in-service educators, as well as an aid to elementary curriculum developers.

Technology for Children: A Career Development Program, New Brunswick Public Schools, 1125 Levenptore Avenue, New Brunswick, New Jersey.

This material begins with learning episodes which include grade level, subject title, and major concepts. Next it describes woodworking activities for pre-kindergarten and kindergarten, with some clear and simple building plans. Materials such as kits, displays, and bulletin boards for learning centers are listed. There also are suggestions for effective use of community speakers and a unit of creative cardboard carpentry.

Here is found some very clear methods of introducing career education to the pre-kindergarten and kindergarten children. These would be valuable for teacher educators in these areas.

Vickiss, Theo. Guide for Career Education Project Staff. Vocational Region III, 1501 Frederica Street, Owensboro, Kentucky, 1973.

This guide was designed to be used as an aid in implementing career education in school grades 1-6. Units are presented which fall under each of the 15 occupational clusters as identified by the U.S. Office of Education. The format used to develop the units was: introduction, objectives, concepts, unit scope, occupational information, activities, evaluation, and bibliography. These units cover a large number of subjects in the existing curriculum.

These materials will give ideas and suggestions for implementing career education on the elementary level. It should be of service to both teacher trainers and curriculum developers.

World of Work: K-6 Curriculum. Warren City Schools, Ohio, 1973. (Ed 106 556)

The occupational motivation program was developed to [illegible] to career information and to aid them in choosing and prepari[illegible] a career. The document presents an overview of the Warren, [illegible] career education program and resource units for the K-6, 7-8, a[illegible] 9-10 levels. Each resource unit presents a rationale, objectives, framework, and learning activities aimed at developing a curriculum incorporating career education concepts and community involvement. The K-6 level focuses on: developing positive awareness and attitudes toward work; exploring the rewards of work; job clusters; worker relationships; success performance factors and skills; and career choice. The 7-8 level orientation program makes use of community resources to direct the curriculum toward critical social and personal issues, modern community studies and issues, a survey of occupations, and related curriculum and occupations. It also includes a student career orientation handbook with suggested resources, a listing of occupational clusters, and a job index. Materials presented for grades 9-10 focus on career exploration, treating vocational preparation, career choice, and community involvement. Student checklists and a unit on city government are included. An in-service teacher program and a brief program evaluation conclude the document.

World of Work. Multi-media Instructional Materials, Singer Division, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

These are commercially prepared materials, which include filmstrips such as The Adventures of the Lollipop Dragon. This series includes a set of six filmstrips and records, or cassettes, with titles: Sharing, Working Together, Avoiding Litter, Care of Property, Taking Turns, and Kindness to Animals. This set of filmstrips features a fanciful green dragon who helps children develop positive social attitudes and values. It encourages awareness about the rights and needs of others and shows how group cooperation benefits everyone and encourages happier living.

Using the same approach, the material also presents Lollipop Dragon, World of Work Adventures, which also includes a set of six filmstrips and recordings. These filmstrips visit the imaginary town of Tumtum where situations involving workers, children and even the king demonstrate career concepts.

These films should help give the pre-service teachers some ideas of what type materials are available and help them see how they might develop some of their own visual aids.

World of Work. Multi-media Instructional Materials, Singer Division Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

This is a set of six filmstrips which includes records and teachers' guides. The title of this series is "Targo Explores the World of Work." Targo, the job explorer, serves as a guide and explores new jobs and solves work-related problems with his mysterious machine. Job similarities and interdependencies are defined and illustrated in amusing episodes. The filmstrip touches on all job clusters as specified by the U.S. Department of Education.

The company also presents a set of filmstrips on career awareness, which leads students to an appraisal of themselves and the activities they may later want to pursue in life. Along with the filmstrips and records are included student activity books which provide additional exposure to career choices and requirements.

York, Edwin, et. al., "Putting It All Together" for K-6 New Jersey School Media Center and Libraries, Elementary School Learning Resources for Career Education, New Jersey Occupational Resource Center, Edison, New Jersey, 1973. (Ed 080 713)

This guide was developed to provide a record of the current resources available for school media centers as they seek to support career education in the elementary grades. Included with complete descriptions are announcements of (1) kits for classrooms, (2) a variety of basic learning materials, (3) instructional equipment for

use in teaching various concepts, (4) devices for individualized instruction, (5) simulations and instructional games, (6) guidance kits, (7) filmstrips and films, (8) professional books and documents, and (9) selected books for students. The names and addresses of publishers and suppliers are listed and a subject index is provided.

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JUNIOR/MIDDLE

GENERAL

Adams, Willie. "Career Education--Turn Students on in Middle School and Junior High," The Agricultural Education Magazine, 45 (February, 1973), pp. 174-177.

Adams sees the middle and junior high schools as having very important functions to perform in promoting career development of students. In an earlier article, Kenneth B. Matheny listed five functions which should be executed with the sixth through nineth grades in order to carry out a successful career education program. These functions, if properly consummated according to the author, will "turn on" any student in the age group.

Adams examines each of five educational functions and gives recommendations for their performance. The recommended functions are (1) emphasize a continuation of occupational orientation started in the elementary grades; (2) provide opportunities for the development of accurate self-concept. Motivation is listed as being very much a part of this function; (3) offer supervised practices in decision making. Interest serves as a vehicle to motivate students to become involved in worthwhile learning experiences; (4) provide vocational information and exploratory experiences; and (5) assist students in choosing appropriate curricula.

The author feels that more competent counselors, guidance experts, and placement officers are needed in middle and junior high schools if career education is to emerge and thrive in a school setting.

Ashe, Joseph. Career Education. Forest Park Junior High School, Springfield, Massachusetts, 1974.

This resource guide provides a general conceptual framework and suggested techniques and materials for making the junior high school curriculum more relevant. It deals with definite instructional units, the utilization of community resources, and field trips. Group dynamics was used to generate direct exercises in inter-personal skill development for students and staff.

This material was designed to help the junior high school teachers to see ways they might use these materials as well as help them with their own curriculum development.

Burton, Billy J., et. al. Resource Unit--Level Six. Lincoln County Exemplary Program in Vocational Education, Lincoln County Schools, Hamlin, West Virginia. (Ed 106 570)

The occupational resource unit, one of a series encompassing grade levels 1-10 was prepared by the Lincoln County (West Virginia)

Exemplary Project model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific teaching units, each focusing on a particular occupation or group of occupations. The lesson plans emphasize the interrelatedness of world economics and the contributions made by many and varied jobs to the well-being of our world. The following occupational areas are examined: the postal service, musical careers, foreign employment, and the newspaper publishing industry. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective and is divided into three basic components: field trips, simulated exercises, competence development, resource role models, and multimedia occupational information.

Calling Careers: Overview and Accompanying Teachers Manual. Maryland Center for Public Broadcasting, Owings Mills, Maryland Bureau of Adult, Vocational, and Technical Education, Washington, D. C., Division of Vocational and Technical Education, 1973. (Ed 086 902)

Calling Careers is a series of fifteen 20-minute video-taped lessons intended to acquaint fourth through eighth grade students with twelve vocational clusters and to demonstrate the opportunities contained within them, the relationships between them, and the personal characteristics and work habits they require. The series also demonstrates how jobs provide satisfaction, how they are related to present interests and activities, and how community influence affects career choice. The manual to be used with the video-taped lessons assists the teacher by supplying a variety of resources for each cluster: construction, communition, medical services, health services, business, transportation, social services, personal services, and manufacturing. For each lesson, an overview provides a brief description of the unique characteristics of one cluster, with behavioral objectives and a summary. Both pre-session and post-session activities are suggested for supporting and reinforcing. Some are general while others are directed to specific curricular areas. A bibliography of reading materials for students, including fiction and non-fiction, is provided.

Campbell, Hartley and Cathrine King. Developing Local Career Information Systems for Middle Schools and Secondary Schools. Columbus, Ohio, 1974.

This handbook supplies local, regional, and state developers with the rationale, framework, and guidelines for developing a career information system with materials to supplement an existing career information program. The handbook is approximately 60 pages in length, containing text, graphic illustrations, sample materials and bibliographic information. The handbook is divided into five chapters: (1) conceptualization of a career information system, (2) implementing the model: career information system, grades 7-9, (3) implementing the model, grades 10-12, (4) guidelines for local development of a career information system, (5) a fifth chapter which suggests uses of the career information system in career education.

Career Exploration Models, Grades 7-9. Maryland Career Development Project (K-Adult). Baltimore City Public Schools, Baltimore, Maryland, Bureau of Adult, Vocational and Technical Education, Washington, D. C., 1973. (Ed 086 905)

Career exploration is a process through which individuals learn about the range of educational and career options available to them.

The career exploration model described in this document was produced to unite a variety of programs, activities, and procedures which have been used to facilitate career education primarily in Baltimore and the surrounding State of Maryland. Intended for junior high school students, the program requires a planning committee composed of representatives from each subject area, the guidance staff, and the administrative staff. The program goals for the student are the development of self awareness, of knowledge of job skills, and level of competence of social and communication skills, of decision making skills, and of awareness of his own role in the world of work. The students will benefit from various simulated, and hands-on experiences. They should first learn that many occupations are contained in occuational clusters, then explore several clusters. Teacher Guides in Physical Education, Science, Art, and Music contain suggestions of acitivities to emphasize a certain career or job family in relation to the subject stated. Cooperative work experience programs, as well as descriptions of related portions of career development programs are documents in the appendixes.

Career Exploration: Suggestions for Teachers. Kentucky University, Lexington, Kentucky, Vocational Education Curriculum Development Center, Bureau of Occupational and Adult Education, Washington, D.C., August, 1974. (Ed 098 411)

This handbook for junior high school teachers involved in career education includes an overview, strategy for curriculum development, strategy for teaching, and sample units and plans. It is not a curriculum guide for comprehensive outline but rather a compilation of practical suggestions for the classroom teacher. The 15 occupational clusters are listed and broadly defined. Elaborating on the career exploration stage of career development, applications in junior high school subject areas are touched on and the following teaching strategies outlined: (1) the interview, (2) research, (3) class meetings, (4) field trips, and (5) the use of specialists. A form is offered to assist in unit planning and examples of teacher developed units demonstrate an approach to integrating career education and the academic areas of mathematics, sociology, English, fine arts and humanities, social studies, and geography.

Career Investigation: Middle Schools. Bulletin No. 735, Texas Education Agency, Austin, Texas, 1973. (Ed 106 559)

The bulletin gives Texas school personnel detailed suggestions for developing career exploration and investigation in middle schools. Prepared by a developmental committee composed of representatives of

local school disctricts, regional education service centers, and career education research projects, it was designed to assist classroom teachers in integrating career education into the existing program. Each sample activity cites a performance objective which relates directly to a career concept and a career cluster. The activity is suggested for a particular unit in a subject area. More specificity is provided by citing an appropriate lesson in the unit for which the activity can be used. Many of the sample activities are easily adaptable to other subjects, some are alternatives for achieving the specific objectives, while others are cumulative. Corresponding instructional resources are suggested. The following elementary level concepts of awareness are continued and expanded: attitudes toward work, attitudes toward those who work, seeing oneself as a valuable person, and the relationship of school to work.

Career Orientation Curriculum Guide: 7-8. Willoughby-Eastlake School District, Willoughby, Ohio, September, 1974. (Ed 106 550)

This Ohio Career Development Model is designed for the 7th and 8th grade level. The career orientation segment states that students are to be exposed or oriented to the 15 U.S.O.E. occupational clusters. Units are outlined relating each subject area to a specific cluster or clusters. Each unit includes a developmental objective, related behavioral objectives, and suggested learning and additional activities.

Cast Careers: Achievement Skills and Training. Career Achievement Skills Training Program Lesson Plan Manaul, Pontiac Public Schools, Pontiac, Michigan, 1974.

This manual describes the steps and ways in which a system for teaching skills to elementary and junior high school was developed. The program is called "Cast." The manual sets out a basic goal and principles for each lesson, a performance objective, materials to use, notes and evaluation, check steps, and additional suggestions and information for an instructional format for each of the lesson plans presented. The lesson plans involve presenting the career concept in various disciplines. It suggests ways to involve parents in the career idea program with the students.

The manual also presents guidelines and aids for the guidance counselor and shows their role in the career education program.

Teacher and counselor educators will find this manual as being beneficial to their instruction.

Evans, Alma B. "The Rationale for a Design of a Simulation Experience for Middle School Students in an Exploratory Career Orientation Curriculum," Dissertation Abstracts, 33:8 (February, 1973), p. 4053-A.

The purpose of this study is to explicate the rationale and design a curriculum for career orientation using a simulated "world of work" environment as an instructional strategy. The author focuses specifically on the middle school segment of a career development continuum.

The curriculum model used in the study included the utilization of interdisciplinary team teaching to link the disciplines of business education, home economics, and industrial arts, a simulated "world of work" environment designed on the basis of the organizational pattern of a company, the modification of the teacher's role, and the use of effective indices to measure shifts in self-perception and to provide feedback to teachers and students.

The desired terminal objectives of the career-oriented exploratory curriculum area (1) to enable preadolescent students to identify personal strengths and weaknesses which can serve as criteria in formulating vocational preferences and (2) to analyze the interdependence of educational and occupational social systems.

Evans, Rupert, Kenneth Hoyt, and Garth Mangum. Career Education in the Middle/Junior High School. Salt Lake City, Utah, 1972.

This book consists of concepts, roles, and goals to be developed in the middle/junior high school. It summarizes four major contributions to the career education field and presents research data. The authors then present programs to be used in the various learning disciplines in the basic academic classroom, as well as in the fields of fine and practical arts. They present objectives and techniques as well as resource people.

This should help any junior high teacher or methods instructor by presenting ideas from which they might develop their own programs.

Griffith, Bernadette, ed. Career Education, Curriculum Guide: Middle School. Vocational Education Division, Seattle, Washington, 1974.

This booklet was developed for use by teachers at various grade levels, and includes ideas which may be modified into a classroom situation.

The guide first considers the program, purpose and goals. The idea is expressed that career education is an ongoing process incorporated throughout the total curriculum and not a separate class nor activity. It emphasizes people and their roles as workers, homemakers, and citizens. The activities give program goals, course goals, instructional goals, learning activities, and resources.

This book would provide useful ideas for the pre-service as well as in-service training of middle school level teachers in developing a career education program.

Guide for Integrating Career Development into the Curriculum: Grades 7-9. Racine Unified School District 1, Racine Wisconsin, 1973. (Ed 106 553)

These guidelines for integrating career development at the junior high school level were prepared at a local career development workshop and include ideas for teachers developing programs and wishing to provide career experiences for their students. The guide briefly discusses the career development model and concepts, with suggestions for teachers. Units are presented relating to 16 personal and world of work related concepts as well as several objectives and accompanying learning outcomes for grades 7, 8, and 9. The related subject areas, suggested learning activities, resources, and evaluation are outlined for each concept. The document concludes with definitions of 78 career development terms, personality check lists, self-rating charts, and other resource materials.

Holstein, Herbert B. et. al. Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation. Lincoln County Exemplary Program in Vocational Education, Lincoln County Schools, Hamlin, West Virginia. (Ed 106 571)

This occupational resource unit, one of a series encompassing grade levels 1-10, was prepared by the Lincoln County (West Virginia) Exemplary Project staff to provide career exploration learning activities for the seventh and eighth grades. The career orientation materials are designed to give students a broad knowledge of the characteristics and functions, as well as the duties and rewards of specific occupations within a broad spectrum of occupational families and to assist the student in understanding himself. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, guidelines for correlating subject matter, and suggestions for field trips. Instructional materials include an occupational questionnaire personaltiy profile and an outline of interview techniqeus. An extended resource bibliography stresses interpersonal competence and occupational information. Organized around a random selection of occupations within 15 occupational clusters, student involvement and participation is encouraged through suggestions for the use of simulated work experiences. Occupations within each cluster are categorized according to the following levels: professional, semiprofessional and managerial, technical and skilled, semiskilled, and unskilled.

Jacobsen, Kaare. Career Education. Norwalk Public Schools, Norwalk, Connecticut, 1974.

These materials cover the infusing of career education unit goals into the present curriculum. Objectives and activities are given in the various areas. It also includes a unit on value classification and a complete outline with instructional plans for in-service training for teachers. This is a developmental curriculum that includes a vast number of subject areas, and would give creative suggestions for ways to incorporate the career education idea into the curriculum on elementary and middle school levels.

Joyce, John F. "A Comparison of the Methods of Teaching Life Career Planning to Junior High School Students," Dissertation Abstracts, 32:7 (January, 1972), pp. 3664-A - 3665-A.

The dissertation was designed to compare two methods of teaching career planning in junior high school. The one method used was the Life Career Game, the other was the more traditional teacher-directed method. Data was collected from a sample of 235 tenth grade students in one of the Dallas, Texas, school districts.

Analysis of the data indicated that with regard to knowledge of career planning and critical thinking ability, there was no significant difference between the two groups; however, the Life Career group retained career planning information longer than the group taught by the traditional method. On the part of the Life Career group there was also a quite favorable attitude toward the concepts of education, marriage, family life, and leisure.

Teachers interested in using something other than traditional methods for teaching might find the Life Career Game to be as effective as traditional methods and quite pleasant for the students.

Models for Career Education in Iowa: Implementing Career Education Objectives in the Classroom. Exploration Phase, Ames, Iowa 50010, Department of Public Instruction, 1975.

This publication presents suggested activities for areas including self-concept, world of work, and self and the world of work. It is written to be read as a guideline and as suggestions the teacher could use to develop their own teaching style. Each activity gives educational and instructional objectives as well as evaluation and resource materials.

Following the model of the career education program designed for Iowa, these materials are geared to the junior/middle school curriculum level, and should be helpful to teachers in all of the various descriptions.

Payne, Louis. Career Education Materials Catalog: Grades 7-12. Powell Public Schools, Powell, Wyoming, 1974. (Ed 106 548)

The catalog is organized to provide information (classification and location) of media and resources for teachers and students in the junior and senior high schools. The materials' checklist covers the areas of: (1) professions; (2) education; (3) science; (4) medical; (5) service; (6) communications; (7) transportation; (8) skilled and manual occupations; (9) business and office; (10) sales and service; (11) agriculture; (12) getting and keeping a job; (13) career awareness; (14) cooperative education; and (15) career education programs.

World of Work: K-10 Continuum. Warren City Schools, Warren, Ohio, 1973. (Ed 106 556)

This occupational motivation program was developed to expose students to career information and to aid them in choosing and preparing for a career. The document presents an overview of the Warren, Ohio career education program and resource units for the K-6, 7-8, and 9-10 levels. Each resource units presents a rationale, objectives, framework, and learning activities aimed at developing a curriculum incorporating career education concepts and community involvement. The K-6 level focuses on: developing positive awareness and attitudes toward work; exploring the rewards of work; job clusters; worker relationships; success performance factors and skills; and career choice. The 7-8 level orientation program makes use of community resources to direct the curriculum toward critical social and personal issues, modern community studies and issues, a survey of occupations, and related curriculum and occupations. It also includes a student career orientation handbook with suggested resources, a listing of occupational clusters, and a job index. Materials presented for grades 9-10 focus on career exploration, treating vocational preparation, career choice, and community involvement. Student checklists and a unit on city government are included. An in-service teacher program and a brief program evaluation conclude the document.

World of Work. Multimedia Instructional Materials, Singer Division, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

This series from SVE provides students with facts to help them evaluate individual opportunities for satisfaction and success in specific job situations. Personal reviews of workers describe: job functions, education, skills and experiences required, availability and occupational outlook, financial and psychological rewards. Each job is performed by the actual worker. They offer nine different groups and include a set of six filmstrips involved

in each group. Some examples of the groups are: communication and transportation; public service and health occupations; environmental control and Marine Service; consumer and homemaking.

These films should help give pre-service teachers some ideas of what type materials are available and also help them develop creative materials on their own.

York Edwin, et. al. Grades 7, 8, and 9 Learning Resources for Career Education. New Jersey Occupational Resource Center, Edison, New Jersey, 1973. (Ed 080 712)

This guide was developed to provide a record of the instructional resources available to media centers for use in Grades 6 through 8. Included and annotated are listings of: (1) simulations and instructional games, (2) devices for individualized instruction, (3) guidance kits, (4) cassette tapes, (5) filmstrips, (6) Films (8mm and 16mm), (7) professional books and documents; and (8) books for students. Announcements of publishers and suppliers supplement the text as does a subject index.

SUBJECT AREAS

LANGUAGE ARTS

Keeton, Martha, et. al. Exploring Careers in Communication and Media: A Guide for Teachers. Kentucky University, Lexington Vocational Education Curriculum Development Center, Burueau of Occupational and Adult Education, Washington, D. C., Kentucky State Department of Education, July, 1974. (Ed 109 413)

This guide can be used as a resource for teachers in implementing the exploration phase of career education in the middle/junior high school. The guide is not intended as an exhaustive in-depth study of the communications and media field. It serves rather as an indication of directions a classroom teacher might take in introducing the communications area. It identifies the job families within the communications cluster and occupations within each family. The guide is divided into five units dealing with (1) an introduction to occupations in general, (2) a definition of the communication and media cluster, (3) an exploration of the cluster, (4) the educational opportunities of the cluster, and (5) an evaluation of self in relation to a career in communication and media. Each unit is headed by the unit purpose, followed by performance objectives related to the unit purpose. Each objective is then developed suggesting content, teaching-learning activities, evaluation, and resources. Related instructional materials, including transparency masters, are provided. The appendix offers a list of publishers and addresses, job families and occupational listings and a bibliography of free and inexpensive materials.

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Kennedy, Elsie. Exploring Careers in Fine Arts and Humanities: A Guide for Teachers. Kentucky University, Lexington Vocational Education Curriculum Development Center, Lexington, Kentucky, Bureau of Occupational and Adult Education, Washington, D.C., July, 1974. (Ed 098 416)

This guide is designed for junior high school teachers who wish to develop their own materials related to the fine arts and humanities area of career education. The primary focus is on identifying the components within each segment of the arts and humanities and the career areas within each segment. The fine arts are divided into art, music, dance, drama, and literature, and then subdivided into career areas within each discipline. In arts, the areas are painting, drawing, sculpture, graphics, design, ceramics, jewelry, textiles, art education, architecture, art history, and commercial art. The area of music is subdivided into vocal and instrumental categories and the dance areas cover classic, popular, folk, and dance instruction. The drama field includes stage production and other entertainment media. The field of literature explores writing careers and supporting activities. Each unit specifies a unit purpose and performance objectives and includes: (1) a brief description of unit content, (2) teaching-learning activities, (3) evaluation techniques, and (4) suggested resources. Each unit specifies supportive instructional materials including transparency masters, reference lists, and other suggested activities. Addresses of publishers are provided in the appendix.

SCIENCE

Sleep, Gerald, et. al. Career Activities in Science: Grades 7-12. Powell Public Schools, Powell, Wyoming, 1974. (Ed 106 546)

This curriculum guide attempts to assemble select activities that represent skills related to careers in science. These learning activities are designed to give junior and senior high school students opportunities to explore concepts and processes in many science-related careers. The broad areas covered are: biology, chemistry, physics, and earth science. Each area is divided into sub-topics with individual lessons that span junior and senior high school activities. Biology includes ecology, genetics, microbiology, zoology, botany, and human biology. Chemistry examines both the structure and behavior of matter, chemical families, nuclear energy, organic chemistry, and measurement. Physics contains lessons in motion, energy, and mechanics. Lessons in earth science are concerned with earth, ancient earth history, atmosphere-weather, water and supply, determination of places and times, and astronomy. Each unit or sub-topic lists all possible careers relevant to that area, and each lesson is organized into grade level, activity, procedure, results, discussion of results, and in some lessons, an application section. A bibliography concludes the guide.

Tulloch, Rodney and Bruce Carpenter. Exploring Careers in Natural Resources and Environment: A Guide for Teachers. Kentucky University, Lexington Vocational Education Curriculum Development Center, Lexington, Kentucky, Bureau of Occupational and Adult Education, Washington, D.C., July, 1974. (Ed 098 420)

A guide designed for use at the junior high school level of career exploration, this document identifies job families within the natural reousrces and environmental occupations cluster, identifies occupations within each family, and gives suggestions for possible classroom experiences, references, and evaluations. The guide is divided into five units: (1) an orientation to occupations in natural resources and environment, (2) a definition of the cluster area, (3) an overview of the occupational cluster, (4) education opportunities in natural resources and environment, and (5) an evaluation of self in relation to a career in the cluster area. Each unit specifies unit purpose and objectives and includes an outline of unit content, teaching-learning activities, evaluation techniques, and suggested resources. Related instructional materials include reference lists, charts, sample forms, and classroom activities. Over 100 pages of the appendix are devoted to occupational briefs. Also included in the appendix are a list of publishing companies.

SOCIAL STUDIES

Coffey, Scott, Career Orientation: Grade 8. Powell Public Schools, Powell, Wyoming, 1974. (Ed 106 547)

The career orientation phase attempts to link the elementary program of attitudes and awareness of work to the senior high program of individual exploration of selected careers. This six-week unit, part of the eighth grade social studies curriculum is designed to familiarize the students with various occupations to prepare them for high school and the future and to provide work experience and opportunities for self-evaluation. The introduction outlines the necessary preparations for the unit. The six-week activities and master agenda are briefly outlined. An interest profile and scoring instruction and the Kuder Preference Score method are explained. For the second week, activities focus on: a personality inventory and survey and scoring instruction; student inventory form, personnel data sheet; career selection; and Social Security Card application. The third week is concerned with writing a letter of application; completing application forms and employment worksheets; interviews, employment opportunities, and filling out employment forms. The fourth, fifth, and sixth weeks focus on developing a career report; suggestions for research; research evaluation by the student; educational planning, and unit evaluation by the student. An example for each activity and a suggested materials catalog that may be utilized are provided.

Glunn, Ronald, and James Blinn. Vocational Planning Project. Carson City, Nevada, 1973.

This volume generates plans for a complete program for grades 7-12 in Industrial Arts, Vocational Education, and Technical Education as an integral part of career education. It presents programs to increase depth of knowledge and skill development from broad fields to specialized job-preparatory training. The authors have developed and presented units that include activities that will encompass the career education concepts into the already existing curriculum.

These materials would be useful to anyone dealing with in-service or pre-service training in the discipline areas given.

Maley, Donald. Career Education and the Maryland Plan for Industrial Arts. College Park, Maryland, University of Maryland, 1974.

In this paper, the concept of career education is tied with basic goals for people, education and the society. It deals with a full range of educational experiences, including making effective career decisions and more knowledge of self. The designers of this program first implemented the material at the junior high school and later at the senior high level.

Through the industrial arts program, the authors developed a curriculum that allowed the student to seek self-understanding, exploration with an emphasis on people, and allowed many opportunities to develop a positive "self-concept," opportunity for self-appraisal and self-analysis through realistic involvement with his fellow students, and society beyond school and on into the entire community.

This publication should be of interest and has excellent guidelines for any industrial arts program.

Thomas, John C. Exploring Careers in Construction: A Guide for Teachers. Kentucky University, Lexington, Kentucky, Vocational Education Curriculum Development Center, Bureau of Occupational and Adult Education, Washington, D.C., July, 1974. (Ed 098 414)

Thomas's guide can be used as a resource for junior high school teachers in implementing the exploration phase of career education. The guide allows students an opportunity to learn about the construction cluster and their own personal aptitudes and attitudes. The first unit of the guide provides an overview of the construction industry, trends and outlooks, training opportunities, and organized labor. The remaining six units deal with six job classifications within the construction industry: design and planning, carpentry, masonry, electricity, metal and finishing. The guide contains units

on each of these areas along with suggestions for teaching them in the laboratory situation. Each unit specifies a unit purpose and performance objectives and includes: (1) a brief description of unit content, (2) teaching and learning activities, (3) evaluation techniques, and (4) suggested resources. Related instructional materials include reference lists, audiovisual aids, charts, transparency masters, diagrams, and forms. The appendix offers planning and evaluation materials, a dictionary of occupational titles, training for construction jobs, resource utlization, and addresses of publishers and distributors.

This guide should aid all instructors in the industrial arts area.

HOME ECONOMICS

Getting It All Together: Career Education. Palatine, Illinois. Northwest Education Cooperative, 1974. (Ed 102 376)

This is a teaching handbook developed to assist teachers in implementing career education instructional programs at all levels of primary and junior high school. The first section provides career education concepts and offers suggestions for activities and a unit outline for kindergarten students. Section two deals with career education designed for the intermediate level. Objectives are listed, a career fair described and a manufacturing unit outline provided. It includes program objectives and units dealing with home construction, home economics and food services. Also included are teaching tips, a resource list, and teacher-developed materials.

OTHER

Martin, Herbert and Ralph O'Brien. Exploring Careers in Transportation: A Guide for Teachers. Kentucky University, Lexington Vocational Education Curriculum Development Center, Lexington, Kentucky, Bureau of Occupational and Adult Education, Washington, D.C., July, 1974. (Ed 098 418)

This guide is intended for use at the junior high school level of career exploration. The primary focus of the teacher's guide is on the many occupational opportunities within the transportation cluster. Four occupational clusters are treated: (1) land transportation, (2) water transportation, (3) air and space transportation, and (4) conveyance transportation. The guide offers: (1) a broad listing of occupational opportunities, (2) information needed to understand the work area, (3) instruction in recognizing economic trends, and (4) specific job

descriptions. Each unit specifies a unit purpose and objectives, includes an outline of units, teaching-learning activities, evaluation techniques, and suggested resources. Related instructional materials accompany each unit and include reference lists, transparency masters, and other instructional materials. The appendix lists publishers addresses.

SENIOR

GENERAL

Atkins, Oscar T. Introduction: Orientation to the World of Work. Kentucky University, Lexington Vocational Education Curriculum Development Center, Lexington, Kentucky, Bureau of Occupational and Adult Education, Washington, D.C., April, 1974. (Ed 098 423)

This guide is an orientation to a world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math and language skills, while providing information and skills basic or common to employment in all occupations. Topics treated in the course are orientation to school, succeeding in school, and vocational opportunities in high school. The student is made familiar with the physical plant, rules, and schedules, meets the faculty, and investigates curriculum offerings and extra-curricular activities. Safeguarding personal property, study skills and the value of high school offerings are emphasized. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials.

Bauer, Carl J. "A Study of the Effect that Participation in the Work Experience Program has on the High School Student," Dissertation Abstracts, 33:9 (March, 1973), pp. 4821-A - 4822-A.

Some of the following are included in a series of benefits (listed in the California Handbook on Work Experience) which students are expected to gain from enrollment in a work experience program: learning to assume responsibility, gaining knowledge and attitudes necessary for successful job performance, acquiring good work habits, learning how to get along with fellow workers and employers, developing personality and poise, developing an appreciation and understanding of the relationship between formal education and job success, and giving students who must work a feeling that their jobs have added importance.

The main purpose of this study was to determine whether or not the student objectives as stated in the Handbook are actually being achieved by enrollees in the program. Two recognized instruments, the Vocational Development Inventory and the Work Value Inventory, were used to meet this purpose.

All twelfth grade students enrolled in work experience for the first time were compared with selected twelfth grade students who had applied for work experience, but who for some reason had never actually completed their enrollment in the program. Bauer

states that the conclusion for the main phase of the study must be that Work Experience Education students did not acquire the benefits or attributes claimed for the program in the Handbook to a significantly greater degree during the semester term than did those in a control group. Other sub-studies were also discussed in this dissertation and comments on the results were stated.

Bennet, David. "Stimulating Vocational Exploratory Behavior through Use of Life-Career Studies," Dissertation Abstracts, 30:12 (June, 1973), p. 5251-A - 5252-A.

Interested in developing new materials to aid students' career maturity and awareness, Bennet devised the Life-Career Studies in order to overcome the ineffectiveness of the printed-booklet, job-facts approach to career education.

A slide-audio show was developed in order to widen a student's perception of a particular vocation. The show examined the lives of three people, all computer programmers. Because several people involved in one career were presented, students were exposed to a wide variety of work conditions, places of employment, psychological satisfactions and dissatisfactions and life styles.

When it is experimentally matched against traditional methods of teaching career awareness, the Life-Career Studies method appears to show no significant differences on a number of dependent variables; however, teachers should appreciate the Life-Career Studies method as a welcome innovation in career-education methodology.

Boocock, Sarance S. Life Career. School Job Catalog Instructional Manual, Spinner and Scoring Booklet and Game Materials, 1969. (Ed 069 930)

Presented here is a game, a simulation of the way the labor market, educational opportunities, marriage, and leisure patterns operate in our society. It was designed and has been tested at senior high and college levels. It can be used by any number of students. Participants walk through a span of eight years in the future as decision-makers for a fictitious person presented to them in the form of a profile or case study. Each team is in competition with other teams working the same profile. At various intervals, players are fed back the consequences of their decision in the form of scores which are indicators of the relative satisfaction of the life they have planned. The game is designed to meet the four basic requirements for intelligent career decision-making: (1) a feeling for what the future will be like, (2) information on alternatives or opportunities, (3) the pattern of a life cycle, and (4) practice in decision making.

This game would be an innovative way to introduce the decision-making process to secondary students.

Career Exploration Curriculum Guide: 9-10. Willoughby-Eastlake School District, Willoughby, Ohio, September, 1974. (Ed 106 551)

The primary goal of the ninth and tenth grade segment of the Ohio Career Development Model is to provide experience related to career areas chosen for exploration by the student. It emphasizes individualized activities. One activity is suggested for each of the 15 USOE occupational clusters. For each of these activities the development objective, related behavioral objectives, preactivity, activity, and postactivity are outlined. A sample application form for a career exploration activity is appended.

Denues, Ceilia. Career Perspective: Your Choice of Work. Worthington, Ohio 43085, Charles A Jones Publishing Company, Department 8500, 1974.

This is a guide to the process of self-analysis and evaluation in scrutinizing the world of work and a set of clues for making career decisions. Much of the materials presented grew out of student discussion and sometimes reflect dialogue that took place in the classroom. The book is developed around the concept that one's career path is not a decision but a developmental process; the choice of work must be made again and again.

This material would be useful in a career education course.

Docking, William R. "A Descriptive and Evaluative Study of a Secondary School Dropout Program" Dissertation Abstracts, 31:2 (August, 1970), p. 558-A.

This study should interest every concerned administrator and teacher charged with providing useful programs for the high school dropout. The Pontiac Public Schools developed the Individualized Instruction Program (IIP) for dropouts and potential dropouts. The document explains the program in detail, but some of its basic components were: (1) a 15-1 student-staff ratio; (2) a work study, core-concept curriculum; and (3) use of experienced teachers and a director-counselor.

Analysis of the data led to some of the following findings: (1) IIP student attendance increased by 7 percent; (2) IIP student reading scores increased by one full year in one semester; (3) parents of IIP students feel positively towards the program; and (4) the graduates of the IIP program recommend it very strongly.

Exploring Careers in Public and Civil Service Occupations. Cincinnati Public Schools, Cincinnati, Ohio, 1973. (Ed 106 579)

This is a collection of materials consisting of student learning experience packets, and a resource list designed to introduce the students to the public and civil service occupations. The introduction discusses the career area definition, course objectives,

course strategy, evaluation, and suggested time table. The course is divided into areas of government service and functions within which the students will explore representative careers. The learning activities are organized into objectives, activities, and resources and cover: introductory activities, civil service, community planning, elected politics, law enforcement, fire protection, social service, postal service, courts, related career exploration, and self-evaluation of career materials. Teaching methods invoive discussion, group work, individual lessons, field trips, interviews with resource persons, films and simulation. The appendix contains suggestions and procedures for both field trips and exploration trips, forms for exploration trips, job titles, and a resource list.

Finn, Peter and Jane Lawson. Jobmaze - Career Education Activities for Subject Area Teachers. The National Institute of Education, U.S. Department of Health, Education and Welfare, 1975.

This material was developed with rationale for teaching career education and gives examples of what the activities are like and how to use them. A discussion was presented of activities that were developed in the subject areas of social studies, English, Mathematics, science, Art, Driver's Education, Foreign Language, and Physical Education. Each of the instructional units have a capsule activity description, teaching prerequisites, subject objectives, sample week's lesson plans, cross reference and activities.

Included are resources available within a community and some effective teaching ideas for career education which include role playing, games, field trips, interviews, polls, small group discussion, peer teaching, independent study, research and reports, and volunteer work.

These materials would be advantageous for any pre-service methods instructors in the listed secondary areas.

Hanchey, Karlos W. "Factors Influencing Occupational Choices and Educational Plans of High School Students with Implications for Changes in the Role of the Secondary School," Dissertation Abstracts, 30:7 (January, 1970), p. 2756-A.

The primary concern of this study was to determine the educational and occuaptional aspirations and expectations of high school students from two Louisiana parishes.

The descriptive survey method, with the group interview techniques, was used in this study.

Some of the findings are: (1) there was a degree of relationship between student occupational aspirations and expectations; (2) persons influencing vocational choices were ranked as follows: Mothers, friends, fathers, persons in the occupation. other, other relatives, and teachers; (3) primary reasons why students made their occupational choices were interest in the work, working conditions, wages, and society contributions. High school academic achievement records

were significantly related to student vocational choice levels; (4) the subjects considered most influential in student vocational choices were English, health and physical education, mathematics, science and civics.

This study provides some insights into the characteristics and processess of career choices and educational planning of high school students. The findings could be used to conduct effective educational and guidance programs at the secondary school level.

Hostein, Herbert B., et. al. Resource Unit for Levels Nine and Ten Using the Occupational Clusters in Career Exploration. Lincoln County Exemplary Program in Vocational Education, Lincoln County Schools, Hamlin, West Virginia. (Ed 106 572).

The occupational resource unit, one of a series encompassing grade levels 1-10 was prepared by the Lincoln County (West Virginia) Exemplary Project staff to provide career exploration learning activities for the ninth and tenth grades. The materials are designed to provide experiences that will enable students to make realistic occupational choices by gaining an understanding of the psychological aspects of work as it relates to their own temperaments, personalities, values, and abilities. The format contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, hands-on activites, evaluation techniques, and guidelines for correlating subject matter. Instructional materials include an occupational questionnaire for indepth study, fact sheets, a personality inventory, listed interviewing techniques, and typical personnel forms. Sixty-five pages are devoted to a listing of specific occupations within the occupational clusters as they correlate to academic disciplines. This correlation of all the disciplines is intended to aid students in acquiring competencies appropriate to their projected adult societal roles. An extended bibliography lists books, kits, and related audiovisual aids.

"Implementing Career Education Objectives in the Classroom, Exploration and Preparation Phase, Models for Career Education in Iowa, Implementing Career Education Objectives in the Classroom," Awareness Phase, Ames Iowa 50010, Department of Public Instruction, 1975.

The purpose of this publication is to suggest procedures and activities for implementing exploration-preparation phase objectives. The objectives and activities represent suggestions rather than outline a specific curriculum. They are intended to present ideas without inhibiting creativity.

This publication presents self-concept activities which give objectives both instructional and educational, also given are resource materials and evaluation methods.

These materials are developed to be used in the junior and senior high schools, and they cover a large number of different subject areas.

Juhl, Lynn. Teacher In-Service Training Packet for Implementing Career Education Concepts at the Senior High Level. Moss Point, Mississippi, 1974.

This packet includes rationale behind career education and sets out materials that are available for career corners, such as cassette tapes, films, books, etc. It gives teaching goals for high school teachers, and lists suggested activities in science, language arts, social studies, math, home economics, business, vocational education, fine arts, and health and physical education.

Also given are helpful hints for job seekers and hints for writing career companion guides.

This packet would serve as a guideline that would help in the pre-service training of the secondary level teacher.

Kennedy, Elsie. Career Preparation: Suggestions for Teachers. Kentucky University, Kentucky Bureau of Occupational and Adult Education, Lexington, Kentucky, August, 1974. (Ed 098 412)

This handbook is designed for high school teachers involved in career education. In includes an overview, strategy for curriculum development, strategies for teaching, and sample units and plans. It is not a curriculum guide or comprehensive outline but rather practical suggestions for the classroom teacher. The 15 occupational clusters are listed and broadly defined. Elaborating on the preparation stage of career development and the integration stage of subject matter areas and career education at the high school level, the following teaching techniques are outlined: (1) the interview, (2) research, (3) class meetings, (4) field trips, and (5) the use of specialists. Guidelines to assist the teacher in unit planning deal with content development, resources, student performance, and student evaluation. Six facets of unit design for all grade levels are presented: (1) visibility, (2) the person as a resource, (3) academic values, (4) classroom management, (5) parent communication, and (6) the finished product. Occupations related to interest and ability in certain subject areas are listed. Concluding the document are two sample units that illustrate the proposed methodology.

Miller, David H. and Allen B. Moore, Comps. Occupational Cluster Series 10-15. Ohio State University, Columbus, Ohio. Center for Vocational and Technical Education, National Institute of Education, Washington, D.C., 1973. (Ed 073 286).

This compilation of ERIC abstracts dealing with transportation and welfare is in a series that identifies research and instructional materials in selected occupational clusters. Fifty-seven documents

were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with transportation.

Models for Career Education in Iowa, Selected Occupations By Subject Matter and Occupational Clusters for Use in the Secondary Schools. Grimes State Office Building, Des Moines, Iowa 50219, 1974.

The cluster of occupations presented here deal with: agri-business, business and office, communications and media, construction, consumer homemaking, environment, fine arts and humanities, health, manufacturing, marine service, marketing and distribution, personnel service, public service, recreation and hospitality, and transportation.

Each occupation is listed under a cluster title within a subject area and has been classified by level. Level I lists those occupations in which a student can gain experience through part-time employment. Level II lists occupations that affect students indirectly through family or community. Level III lists occupations of which the student may be unaware or only vaguely knowledgeable about. They deal with the more abstract types of work.

This guide should be useful in helping develop the career concept and give information about various occupations to anyone involved with secondary education.

Nash, McKinley M. "An Investigation of the Relationships of Knowledge of Occupations and the Education, Personal, and Social Characteristics of Black Secondary Students," Dissertation Abstracts, 33:10 (April, 1973), p. 5626-A.

Some of the purposes of the study were: (1) to determine what black male secondary students knew about occupations; (2) to determine the relationship of selected educational, social, and personal characteristics with the knowledge these same students had of occupations; (3) to derive the requisite data for the development of programs and occupational information for black teenagers.

The data for the study was collected from tenth grade boys in a southern metropolitan black high school. Group data was obtained by using the Parnes Occupational Information Test and the SIMS SCI Occupational Rating Scale. Individual test scores from the California Test of Achievement and information about individual educational and social characteristics were obtained from school records.

Some of the findings were that: (1) there was limited knowledge of occupations among the students; (2) reading achievement and knowledge of occupations were associated; (3) the education level of the head

of the household and knowledge of occupations were associated; (4) students were not aware of the educational requirements of their aspired or expected occupations; (5) the educational program received by the students was not consistent with their occupational aspirations.

Payne, Louis. Career Education Materials Catalog: Grades 7-12. Powel Public Schools, Powell, Wyoming, 1974. (Ed 106 548)

The catalog is organized to provide information (classification and location) of media and resources for teachers and students in the junior and senior high schools. The materials' checklist covers the areas of (1) professions; (2) education; (3) science; (4) medical; (5) service; (6) communications; (7) transportation; (8) skilled and manual occupations; (9) business and office; (10) sales and service; (11) agriculture; (12) getting and keeping a job; (13) career awareness; (14) cooperative education; (15) career education programs.

Reynolds, Donald, ed. Aides to Career Education - A C E Program - L.A. Los Angeles Unified School District, 450 North Grand Avenue, Los Angeles, California 90012, 1973.

This handbook is to be used by administrators and teachers as well as instructional aids.

It sets out goals for career education and is designed to help the disadvantaged student. The materials presents definite guidelines for the teachers' role and how they should work with the students as well as with the instructional aids.

Guidelines for accountability are given and it lists suggestions for use of audio-visual aids.

Robertson, Marrein, Harry Drier, Jr., Judith Morris and Joseph Thomson, Staff Awareness Program, Columbus, Ohio, 1975.

The purposes of these materials are to: (1) increase the expectations of teachers toward the career potentials of all students regardless of their race, sex, ethnic background, or the socio-economic status of the family, (2) to develop a greater awareness of the relationship between their student directed behavior and their student expectations, (3) to broaden their student related career expectations, (4) to change negative attitudes that are related to limited student expectations, and (5) to develop instructional strategies that assist students in broadening their career aspirations and expectations.

This publication should be beneficial to all secondary level teachers.

Schell, Mary Elizabeth. Career Orientation, Secondary Level, Part 3. Curriculum Bulletin No. 73, CBM3, Houston Independent School District, Houston, Texas, 1973. (Ed 094 240)

One of four teaching guides published by the Houston Independent School District for teacher use in developing career education units in the classroom, this document provides a teaching unit for five career areas: environmental control, public service, health, hospitality/recreation, and personnel services. In each area the behavioral objectives, instructional procedures, suggested activities, performance goals, evaluation, and lesson plans are detailed. An appendix at the end of each section provides job descriptions and information through newspaper articles, cartoons, and short stories. A list of addresses for further materials is provided for each occupational cluster.

Schell, Mary Elizabeth. Occupational Orientation, Secondary Level, Part 2. Curriculum Bulletin No. 73, CBM2, Houston Independent School District, Houston, Texas, 1973. (Ed 094 239)

This teaching guide is published by the Houston Independent School District for teacher use in developing career education and career awareness in the classroom. Five occupational clusters (construction, manufacturing, transportation, agri-business and natural resources, and marine science) are used to develop career awareness for the high school student. Each cluster includes behavioral objectives and instructional procedures for the teacher. A series of job descriptions using newspaper articles, interviews, and cartoons provide resource material for the teacher and the student. A list of addresses is supplied for those wishing sources for further study.

Vogles, Daniel and Gregary Patton. The Development and Implementation of Pre-service and In-service Occupational Education Programs. The University of Michigan, School of Education, Ann Arbor, Michigan 48104, 1974.

The part of this publication which would be most helpful to career education implementation would involve: (1) the validation of competencies and instructional materials, (2) the course syllabus for directed training in the secondary schools, (3) problems and principles of secondary education, (4) the directed teaching manual, (5) methods of teaching and practicum in teaching methods, (6) occupational education experience in community schools, and (7) modern occupational practices. These materials can be adopted and used in helping develop curriculum and methods for career education.

Instructors of secondary pre-service training would find many beneficial ideas to use in their programs.

Career Related Units. Robbinsdale Area Schools, Minneapolis, Minnesota 55246, 1974.

This complete curriculum guide was designed to be used in a language arts program, to introduce career concepts in this area. This guide has been arranged into sections which include (1) Revealing oneself through language, (2) Situation factors: audience, purpose, and response, (3) Organizing the message, (4) Forming the messages, and (5) Mechanics of communication.

All of these sections present basic assumptions of what skills the students should develop, objectives of each separate unit, student-directed activities and teacher related activities that involve careers and their understanding in these areas.

This guide should give useful suggestions for implementating career education for language arts units and teacher educators in this area should find this material beneficial.

Keeton, Martha, et. al. Exploring Careers in Communication and Media: A Guide for Teachers. Kentucky University, Lexington Vocational Education Curriculum Development Center, Lexington, Kentucky, Bureau of Occupational and Adult Education, Washington, D.C., July, 1974. (Ed 098 413)

This guide can be used as a resource for teachers in implementing the exploration phase of career education in the middle/junior high school and high school. The guide is not intended as an exhaustive in-depth study of the communications and media field. It serves rather as an indication of directions a classroom teacher might take in introducing the communications area. It identifies the job families within the communications cluster and occupations within each family. The guide is divided into five units dealing with (1) an introduction to occupations in general, (2) a definition of the communication and media cluster, (3) an exploration of the cluster, (4) the educational opportunities of the cluster, and (5) an evaluation of self in relation to a career in communication and media. Each unit is headed by the unit purpose followed by performance objectives. Each objective is then developed suggesting content, teaching-learning activities, evaluation, and resources. Related instructional materials, including transparency masters are provided. The appendix offers a list of publishers and addresses, job families, occupational listings, and a bibliography of free and inexpensive materials.

Miller, David H. and Allen B. Moore, Comps. Recreation and Entertainment: Occupational Cluster Series-13. Ohio State University, Ohio Center for Vocational and Technical Education, Columbus, Ohio, National Institute of Education, Washington, D.C., 1973. (Ed 073 284)

This compilation of ERIC abstracts dealing with recreation and entertainment is the 13th in a series that identifies research and instructional materials in selected occupational clusters. Approximately 125 documents were identified by means of computer searches of "Research in Education" from 1967 to December, 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with recreation and entertainment.

Schell, Mary Elizabeth. Career Orientation. Secondary Level, Part 4, Curriculum Bulletin No. 73 CBM4, Houston Independent School District, Houston, Texas, 1973. (Ed 094 241)

This document is one of four published by the Houston Independent School District for developing career awareness and career education in the classroom. This part provides instructional material for two career areas: fine arts-humanities and consumer homemaking. Included in each unit are behavioral objectives, instructional procedures, suggested activities, performance goals, evaluation, and a flexible lesson plan for the teacher to use. An appendix to each section provides job descriptions and information through newspaper articles, cartoons and short stories. Additional resources are listed. Two other units, student self-analysis and evaluation, are included in this document. An appendix supplements these units with tests, value clarifications and methods of long-range planning.

BUSINESS

Schell, Elizabeth. Occupation Orientation I, Curriculum Bulletin No. 73, CBM II, Houston Independent School District, Houston, Texas, 1973. (Ed 094 238)

This document is published by the Houston Independent School District for teacher use in developing career awareness. The first section (15 pages) contains an overview of the entire program. Suggestions for classroom activities, grading, role of the teacher, time allotment, and presentation are noted. An appendix (60 pages) provides 11 areas of information related to career development. The history of career development, writing a program proposal, press releases, advisory committees, resumes, ordering materials, work quotations, career speech, and occupational

sources are all explored in this section. Units on the occupational clusters of business office occupations, marketing/distribution occupations are featured in the remaining three sections. These units contain ideas for class presentation of concepts and procedures and flexible lesson plans for the teaching of the materials. An appendix to each covers additional information and sources through the use of newspaper articles, cartoons, graphs, charts, short stories, and job descriptions.

INDUSTRIAL ARTS

Maley, Donald. Career Education and the Maryland Plan for Industrial Arts. College Park, Maryland, University of Maryland, 1974.

In this paper, the concept of career education is tied with basic goals for people, education and the society, which deals with a full range of educational experiences, making effective career decisions and more knowledge of self. The designers of this program first implemented the material at the junior high school and later at the senior high level.

Through the industrial arts programs they developed a curriculum that allowed the students to seek self understanding and exploration with an emphasis on people. The program allows many opportunities for the student to develop a positive "self-concept." It also allows the opportunity for self appraisal and self analysis through realistic involvement with his fellow students, society beyond school, and in the community.

This publication should be of interest due to the excellent guidelines presented for any industrial arts program.

MATH

Geometry Career Related Units. Minnesota State Department of Education, Capitol Square Building, St. Paul, Minnesota, 1973.

This group of plans is divided into various sections: right triangles and the pythagorian theorem, polygons and their areas, parallel lines, standard constructions, volume/circle relationships. The authors have also developed career units under basic areas such as printing, fashion and apparel design, painting and wall papering, landscape technology, and forestry. These are only a few examples of the career units that have been presented. The units are designed in the basic section and then related to the various areas of occupations.

These ideas are innovative and should give math instructors some guidelines in developing their own units.

Kelleher, C. H. "Second Careers: A Growing Trend." Industrial Gerontology, No. 17, Spring, 1973, pp. 1-8.

This material summarizes the findings of articles appearing over a 15-year period, which states that more and more people are having second careers. Many change jobs to improve financial or personal status, yet one must also consider the personal or vocational push and pull factors. An example of this is structural determinants of an occupation, such as the age when a commercial pilot must cease flying.

These findings show that job mobility will increase greatly in the future, and that second and third careers may become quite common.

This information has value in helping students as they plan careers and should be useful in helping them to learn to expect and cope with change. This material could be used to help develop a unit in a high school social studies class.

Miller, David H. and Allen B. Moore, Comps. Health: Occupational Cluster Series-9. Ohio State University, Ohio Center for Vocational and Technical Education, Columbus, Ohio, National Institute of Education, Washington, D.C., 1973. (Ed 073 280).

This compilation of ERIC Abstracts dealing with health is the ninth in a series that identifies research and instructional materials in selected occupational clusters. Seventy-nine documents were identified by means of a computer search of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with health.

VOCATIONAL EDUCATION

Carpenter, Bruce. Exploring Careers in Agribusiness: A Guide for Teachers. Kentucky University, Kentucky Vocational Education Curriculum Development Center, Lexington, Kentucky, Bureau of Occupational and Adult Education, Washington, D.C., July, 1974. (Ed 098 419)

This guide is intended for use at the senior high school level of career exploration. The primary focus of the teacher's guide is on activities exploring the cluster area of agribusiness. The document is organized into five units: (1) occupations in agribusiness, (2) definition of the agribusiness cluster,

(3) an overview of the cluster and an in-depth view of horticulture and forestry, (4) education opportunities in agribusiness, and (5) self-evaluation in relation to a career in agribusiness. Each unit specifies a unit purpose and objectives and includes an outline of unit content, teaching-learning activities, evaluation techniques, and suggested resources. Related instructional materials accompany each unit and include reference lists, charts, transparency masters, and sample forms. The appendix contains occupational briefs, job titles, a content outline of job families, and a list of publishers' addresses.

Hill, Joy. Exploring Careers in the World of Health: A Guide for Teachers. Kentucky University, Kentucky Vocational Education Curriculum Development Center, Lexington, Kentucky, Bureau of Occupational and Adult Education, Washington, D.C., July, 1974.

This guide can be used as a resource for senior high school teachers in implementing the exploration phase of career education. The primary focus of the guide is on the relationship of the health industry to the community and the individual, the professions and occupations found in the industry, and the many directions which a person with a health career may take. The following career paths are explored: (1) health protection, (2) the support, maintenance, and restoration of health, (3) health education and research, (4) communications, and (5) production and distribution. Each unit specifies a unit purpose and performance objectives and includes: (1) a brief description of unit content, (2) teaching-learning activities, (3) evaluation techniques, and (4) suggested resources. A sample list of health occupations is included for each unit. Related instructional materials include plays, charts, transparency masters, puzzles, and other classroom materials integrating academic areas and health occupations. Two sample six to nine week "mini" courses, student self-evaluation materials, preparation questions for resource persons, and a list of sources are provided in the appendix.

Insko, Merle A. Exploring Careers in Marketing and Distribution: A Guide for Teachers. Kentucky University, Kentucky Vocational Education Curriculum Development Center, Lexington, Kentucky, Bureau of Occupational and Adult Education, Washington, D.C., July, 1974. (Ed 098 422)

These guidelines are designed to use at the high school level of career explorations. This document identifies job families within the marketing and distribution occupational cluster, identifies occupations within each family, and gives suggestions for possible classroom experiences, references, and evaluations, as well as supportive materials. The guide is divided into four units: (1) introduction to the functions of marketing and distribution, (2) exploring marketing and distributive activities, (3) exploring a specific occupation in marketing and distribution, and (4) evaluation of self in relation to a marketing and distributive

sessions) which was offered to all Dickinson Area Vocational High School students during their sophomore year. It gives week by week suggestions for implementing the career awareness program including seminars, discussions, testing devices, films and slides, and individual research projects. It also provides, as an example, a detailed lesson plan for a 45-day program. A final synopsis provides assorted suggestions on program development and operations gleaned from the Dickinson experience. This materials also includes 20 pages of appended materials relating to the Dickinson program and two pages of suggested resource materials.

HOME ECONOMICS

Harris, Ruth. Implications for Implementing Career Education in Home Economics. 21 Main Street, Remailin, Inc., Christianeburg, Virginia 24073, 1974.

This publication includes a description of how the home economics curriculum and career education move together. It lists five basic concepts in order to effectively implement a career education program. Presented is a rationale for the use of career education to enhance home economics curriculums.

In another section seven steps are set out for the teacher to follow which take the form of career education tasks. Here also are given suggestions for developing a curriculum which discusses the data needs, personnel, curriculum committee, guide writing considerations, and infusing career education.

Home economics instructors will find this material beneficial as they plan and develop their own programs.

Schell, Mary Elizabeth. Career Orientation, Secondary Level, Part 4. Curriculum Bulletin No. 73, CBM4, Houston Independent School District, Houston, Texas, 1973. (Ed 094 241)

This document is one of four published by the Houston Independent School District for developing career awareness and career education in the classroom. This part provides instrucitonal materials for two career areas: fine arts-humanities and consumer-homemaking. Included in each unit are behavioral objectives, instructional procedures, suggested activities, performance goals, evaluation, and a flexible lesson plan for the teacher to use. An appendix to each section provides job descriptions and information through newspaper articles, cartoons, and short stories. Additional resources are listed. Two other units, student self-analysis and evaluation, are included in this document. An appendix supplements these units with tests, value clarifications, and methods of long-range planning.

Threlkeld, Joyce C. Exploring Careers in Consumer Homemaking and Related Occupations: A Guide for Teachers. Kentucky University, Lexington Vocational Education Curriculum Development Center, Lexington, Kentucky, Bureau of Occupational and Adult Education, Washington, D.C., July, 1974. (Ed 098 417)

This guide is intended for use at the senior high school level of career exploration. The primary focus of the teacher's guide is on consumer homemaking and the related occupational cluster. Unit one offers an overview of the consumer homemaking field and unit two deals with student self-evaluation. Units three through six investigate four occupational areas: (1) clothing, textiles and fashion, (2) family and child development, (3) food and nutrition, and (4) housing and home management. Each unit specifies a unit purpose and objectives and includes an outline of unit content, teaching-learning activities, evaluation techniques, and suggested resources. Related instructional materials accompany each unit and include reference lists, tranparency masters, sample forms, questionnaires, tests, puzzles, charts, and games. The appendix provides additional supportive activities and materials as well as a list of publishers' addresses.

ELEMENTARY

Cast-Careers - Achievement Skills and Training. Pontiac, Michigan Career Achievement Skills Training Program Lesson Plan Manual, Developed by Pontiac Public School, Elementary and Junior High Level, 1974.

This manual describes the steps and methods which develop a system of skills for teaching career education in elementary and junior high school. This program is referred to as "Cast." The manual sets out a basic goal, principles for each lesson, a performance objective, materials to use, notes and evaluation, check steps, additional suggestions or information for an instructional format for each of the lesson plans presented. The lesson plans involve presenting the career concept in various disciplines. It suggests ways to involve parents in the career idea program with the students.

The manual also presents guidelines and aids for the guidance counselor and shows his role in the career education program.

Teacher and counselor educators will find this manual as being beneficial to their instruction.

Career Development for the Primary Level. Chicago, Illinois 60601, 228 North La Salle Street, Board of Education, 1974.

Developed by the Chicago Public Schools, this document is the first of a series of three curriculum guides. The guide is intended for use at the elementary school level, its aim is to provide two types of guidance service: counseling, self-understanding, personal development, and a program of broad general occupational information. The program emphasizes the contribution of group guidance to the total guidance program and in the classroom group techniques. The development of guidance units are discussed. Each unit specifies general and unit goals, specific behavioral objectives, and suggestions for classroom activities.. Concluding each unit is a detailed bibliography for resource materials and other instructional aids.

Career Education in the Elementary School. A Program Guide for Elementary Counselors, Tallahassee, Florida, The Florida State University, 1975.

This book was developed primarily to provide suggestions for elementary school counselors in developing education awareness. It deals with planning the program, goal areas, concepts, and levels of development. This material presents the goal area, the concept and the developmental objective, as well as activities and desired outcome.

The suggestions presented here should be of assistance to personnel working with pre-service counselor training at the elementary level.

JUNIOR/MIDDLE

Cast-Careers - Achievement Skills and Training. Pontiac, Michigan Career Achievement Skills Training Program Lesson Plan Manual, Developed by Pontiac Public School, Elementary and Junior High Level, 1974.

This manual describes the steps and methods which develop a system of skills for teaching career education in elementary and junior high school. This program is referred to as "Cast." The manual sets out a basic goal, principles for each lesson, a performance objective, materials to use, notes and evaluation, check steps, additional suggestions or information for an instructional format for each of the lesson plans presented. The lesson plans involve presenting the career concept in various disciplines. It suggests ways to involve parents in the career idea program with the students.

The manual also presents guidelines and aids for the guidance counselor and shows their role in the career education program.

Teacher and counselor educators will find this manual as being beneficial to their instruction.

Career Development for the Intermediate Level. Chicago, Illinois 60601, 228 North LaSalle Street, Board of Education, 1974.

Developed by the Chicago Public Schools, the document is the second of a series of three curriculum guides. The guide is intended for use at the junior high school level. Its aim is to provide four types of guidance service: counseling, self-understanding, personal development, and a program of broad general occupational information. The program emphasizes the contribution of group guidance to the total guidance program and group techniques in the classroom. The development of guidance units are discussed. Each unit specifies general and unit goals, specific behavioral objectives and suggestions for classroom activities. Concluding each unit is a detailed bibliography for resource materials and other instructional aids.

Decisions and Outcomes: Student Workbook and Leader's Guide. Chicago, Illinois 60611, 259 East Erie Street, Science Research Association, Inc., 1974.

This teacher's guide contains illustrations, simulations, and exercises which describe the skills necessary for effective decision making.

The student workbook contains information about the need for decision-making and decision-making principles; recognition of individual values and personal objectives; gathering and evaluating information, decision-making strategies and objectives, careers, family and college.

These materials can be used to help present and future counselors with guidance activities. This workbook is an excellent example of some suggestions that counselors can do with students.

Pelkey, Edward Lewis. "The Effect of Occupational Exploratory Experiences upon the Occupational Awareness and Occupational Analysis of Junior High School Seventh and Eighth Grade Students," Dissertation Abstracts, 33:9 (March, 1973), pp. 5055-A - 5056-A.

The intent of this study was the partial investigation of Ginsberg's theory of occupational choice, which states that increased realism is due to chronological developmental processes which take place within individuals during the formative years. The specific purpose was to investigate the effect of a career guidance program upon junior high school seventh and eighth grade students.

Two Michigan public school systems provided the sample populations utilized in this study, and an experimental and control group were employed. Pre-post tests and a one-tailed t test were used to analyze the collected data.

This study found a positive relation between occupational exploratory experiences, occupational awareness and occupational analysis for the experimental seventh and eighth grade junior high school students. No significant difference was evident when the occupational awareness at the experimental seventh grade level and occupational analysis at the experimental eighth grade level were compared.

SENIOR

A Handbook for Career Guidance Counselors. Illinois Board of Vocational Education and Rehabilitation, Springfield Division, 1974.

This handbook was designed for the use of counselor-coordinators in career education in high schools, area vocational centers and community colleges. The handbook covers a variety of career-relevant activities, materials and resources. The book is divided into sections each focusing on a program objective and a series of obligations or challenges for the career counselor.

The sections are: informing the school and community about career guidance, identifying and choosing programs and courses; determining experiences which contribute to the development of career planning

skills, helping students seeking employment and/or further education, and collecting and using follow-up evidence. Detailed suggestions for activities, resources and sample instructional materials are given in each section. There are also references and a glossary.

Career Development for Upper Grades. Chicago, Illinois 60601, 228 North La Salle Street, Board of Education, 1974.

Developed by the Chicago Public Schools, this document is the third of a series of three curriculum guides. The guide is intended for use at the high school level. Its aim is to provide four types of guidance service: counseling, self-understanding, personal development, and a program of broad general occupational information. The program emphasizes the contribution of group guidance to the total guidance program and group techniques in the classroom. The development of a guidance unit is discussed. Each unit spcifies general and unit goals, specific behavioral objectives and suggestions for classroom activities. Concluding each unit is a detailed bibliography for resource materials and other instructional aids.

Decisions and Outcomes: Student Workbook and Leader's Guide. Chicago, Illinois 60611, 259 East Erie Street, Science Research Association, Inc., 1974.

This teacher's guide contains illustrations, simulations, and exercises which describe the skills necessary for effective decision making.

The student workbook contains information about the need for decision-making and decision-making principles; recognition of individual values and personal objectives; gathering and evaluating information, decision-making strategies and objectives, careers, family and college.

These materials can be used to help present and future counselors with guidance activities. This workbook is an excellent example of suggestions that counselors can do with students.

Research and Development Project in Career Education, Final Report. Volume III, Washington State Coordinating Council for Occupational Education, Olympia, Washington, Bureau of Adult, Vocational, and Technical Education, Washington, D. C., August 7, 1973.

The volume, the report on the Research and Development Project in Career Education, is in two parts. The first, "Interest Inventories, Tests, Surveys, and Scales: A Compilation," is by James R. Jurgeson. It is designed to acquaint teachers and counselors with 66 interest measurement instruments that are presently on the market. For most, evaluative data is included along with such items as grade or age level, development dates, number of scores, forms, profiles, costs, required time for administration, author and publisher, The second

section is a report, "Small Group Process (Cohesiveness) as a Feature in the Development of an Education Program," by Hal Swenson. It is directed toward the school interested in utilizing group process to facilitate development of a career education program. The data gathered by surveys are analyzed and generalizations are drawn. A bibliography on small group process is included.

These materials will be of aid to personnel who work with pre-service counselors.

POST-SECONDARY

Garrison, Roger Kent. "The Measurement of Change in Self Concept and Personal Adjustment as the Result of Brief Career Development Counseling Sessions," Dissertation Abstracts, 33:7 (January, 1973) pp. 3287-A - 3288-A.

The purpose of this study was to determine if self concept would improve due to the process of career planning by way of short term counseling. Also, the study sought to assess change in personal adjustment as a result of career development through brief individual and/or group counseling among university students. The general hypothesis tested was to determine if career development counseling would effect a change in the individual's self concept, personal adjustment, finiteness of career plan, and career plan satisfaction.

The author discusses in detail the use of the instruments, the tests applied, and the results of the study.

The study supported, in part, the investigator's initial prediction, in that the career development counseling did assist the dissatisfied experimental group to effect a change in the individual's self concept. The results showed that the experimental subjects became more positive in self concept, identity, self satisfaction, feelings towards their personal selves, and increased needs for achievement, dominance, and change.

Gutteridge, T. G. "The Hardest Job of All: Career Planning," MBA (Master in Business Administration), Vol. 7, No. 8, October, 1973, pp. 19-23.

The article expresses the frustration many students feel when they have completed their education and are still in doubt about what they wish for a career. Many people are having difficulty finding meaningful lives even after taking positions. Mr. Gutteridge set up career development into five stages: (1) determining personal goals and objectives; (2) evaluating personal strengths and weaknesses; (3) analyzing career opportunities, (4) final development and implementation of the career plan; and (5) periodic review and updating of the career plan.

Included in this article are references for career planning aids and definite guidelines for implementation of the career plan. This material should be most helpful to a counselor in the post secondary setting.

Gyshers, Norman, Harry Drier, and Earl Moore, eds. Career Guidance: Practice and Perspectives. Charles A. Jones Publishing Co., Department 8500, Worthington, Ohio 43085, 1973.

The editors have selected articles, papers and original materials which show the changing attitudes toward career guidance and the changing role of the guidance counselor in integrating career education concepts.

It presents some current practices and how they have been improved and then presents the "book of the future" using life career development concepts as a foundation.

This materials should be helpful to the guidance counselor as he deals with new careers concepts and responsibilities.

Hudson, Henry Marion. "Guidance Needs of Adult Students with Implications for an Adult Education Guidance Program," Dissertation Abstracts, 33:7 (January, 1973), p. 3244-A.

The purpose of this study was to (1) assist in formulating guidelines for the development of an effective adult education guidance program based on an investigation of the guidance needs as perceived by adult students, adult student subgroups, and adult school administrators and counselors; (2) evaluate opportunities for guidance in the adult schools, and (3) determine which of the guidance needs should be served in an effective continuing education guidance program.

The study sample was a random selection of adult students from twenty-eight community adult schools of the Los Angeles City Schools. An administrator-counselor sample was representative of principals, vice-principals, and head counselors assigned to the same community adult schools. The three inventories used to collect data in this study consisted of fifty statements encompassing the following cluster of guidance needs, educational, personal-social, vocational, consumer economics, and family life.

The major findings of this study were listed and discussed. Two of the major conclusions of the study were that (1) the nature and extent of the guidance services provided by an adult school should vary with the types of students served, and (2) appraisal of client needs for planning and organizing adult school services is feasible.

It was recommended in this study that (1) adult schools intensify their efforts to build guidance services on a foundation of student needs; (2) the staffing of adult school guidance programs be differentiated on the basis of the types of students served; (3) one of the basic institutional functions of adult education should be the guidance function.

Kinn, John M. "Unemployment and Mid-Careers Change: A Blueprint for Today and Tomorrow," Industrial Gerontology, No. 17, Spring, 1973, pp. 47-59.

The author discusses the problems of changing jobs due to unemployment such as was seen by the large number of scientists and engineers forced into unemployment in the 1970's, which was estimated to be between 50,000 to 65,000 persons. He also considers job change due to changing physical abilities and interests in the middle years.

He discusses questions relating to furthering education, financial burdens, and the lack of skilled counselors in universities to work with returning adults. Mr. Kinn suggests that instructors, counselors and admission personnel need guidance and training in order to work effectively with these returning adults.

Prophet, Matthew Waller. "Guidance Needs as Perceived by Students Attending Vocational/Career Programs at Malcolm X College," Dissertation Abstracts, 33:6 (December, 1973), pp. 2721-A - 2722-A.

This study, conducted at Malcolm X College (one of the eight junior colleges comprising the Chicago City College System) was designed to (1) collect information on the guidance needs of students attending Malcolm X College; (2) to identify Malcolm X student's perceptions of guidance needs; and (3) to assist Malcolm X to better serve the needs of its students through becoming more aware of student concerns relating to themselves, the institution, and the community.

A thirty-five item questionnaire was administered to 803 Malcolm X students. The questions covered the following areas: (1) financial information; (2) school information; (3) career plans; and (4) general information.

The study indicated that (1) Malcolm X College, in many areas, is failing to effectively meet certain guidance needs of its students; (2) in some areas, the college is effectively meeting certain student guidance needs.

It was recommended that the Malcolm X College guidance program be modified to whatever extent necessary to insure that prospective students be effectively counseled.

This study may be useful in the training of community and university personnel to meet the needs of students in career education.

Super, Donald D., and Martin J. Bahm. Occupational Psychology. Wadsworth Publishing Company, Blemont, California, 1974.

This book brings together information which psychologists have learned about occupations and careers, and is directed toward an undergraduate professional education curriculum with emphasis

on revealing a behavioral and occupational psychology as a science. Some sections in the book deal with "What is Occupational Psychology?"; "Individualized Differences"; "Psychological Basis of the Division of Labor": "Career Development"; and "Vocational Guidance and Counseling." The concern of the book is to examine the concept of careers and the importance of a developmental approach to occupational psychology as well as a differential approach--leading to knowledge not only of matching men and jobs, but to an understanding that helps in guiding human development and facilitating self-actualization. Applications of occupational psychology are considered in terms of personnel work and vocational counseling in industrial and educational institutions.

Trembley, Edward L. " Theory for the Vocational Counseling of Women," Dissertation Abstracts, 32:11 (July, 1974), p. 170-A.

For this study, Trembley reviewed the literature relevant to women's vocational choices, development and participation over the last ten years. From the findings it appears that neither objective knowledge of individual traits nor factors operating in job situations contributes to an understanding of the vocational choices of women.

Trembley feels that effective vocational counseling requires both subjective and objective data. Objective vocational data is available from external sources. The process of counseling enables the client to elicit subjective data about herself and thereby discover its relationship to the objective facts of the occupational situation. The study has implications for vocational guidance counselors at all levels of the educational system.

GENERAL

Brown, Duane, et. al., "Career Education: the Counselor's Role," School Counselor, 20:3 (January, 1973), pp. 193-196).

The article first presents the concepts and components of career education; then, the implications for and impacts on the school counselor's role are discussed.

The counselor's role, derived from the 3 C's problem solving model developed by Brown and Srebalus (1972), is discussed. The model assumes that the counselor's activities can be subsumed under three general topics: counseling, consultation, and coordination. The concepts of these activities are later explained to help readers get a better idea of how they could work.

A chart consisting of a useful list of potential functions of the counselor in career education is provided. This is a short, useful guide for school teachers and guidance counselors.

Career Education Program, Exploration Workshops. Jackson, Kentucky, School Personnel of Region XII, 1974.

The work presents the outcomes and proceedings of various workshops. It presents modules of exploration which are called learning cells. The learning cells approach includes (1) creative approach, (2) skill orientation, (3) performance orientation, (4) activity orientation, (5) handouts, and (6) evaluation. Many learning cells were developed and described. These units include the purpose and performance objectives. In these workshops, the participators were asked to write their own units and performance objectives. This was done by principals and guidance counselors.

The suggestions found here will be of use to curriculum developers as well as for in-service and pre-service training of counselors.

Chick, Joyce M. Innovations in the Use of Career Information. Houghton Milton Company, Boston, Massachusetss, 1973.

This is an excellent sourcebook for guidance counselors, particularly those who have not kept up-to-date with the latest innovations in the field.

Dr. Chick stresses the need for a conceptual framework which would provide direction for the career counselors' thoughts and actions. In addition, the counselors must thoroughly understand the characteristics of the present-day occupational world, must possess knowledge of vocational decisions, and must accurately present information on which the student can rely for realistic decision making.

Above all, Dr. Chick is concerned with exposing counselors to the latest innovations in the profession. Computer technology as it applies to education and counseling is explored in depth and the pros and cons to computer-based systems for guidance counseling are discussed.

In conclusion, Dr. Chick deals with innovations through simulation and gaming techniques as in the "Life Career Game" and the use of Occupational Simulation Kits. Innovations in other media such as the use of resource centers, tape recordings, videotape, and the Guidpak System are also presented. An extensive bibliography is provided.

Development of a Decision Process Model. New Jersey Public Schools, Edison, New Jersey, 1974.

This describes a workshop which was offered to guidance personnel. It dealt with the decision making processes. The areas included structured guidance, curriculum assessment, career resource centers, and counseling. This workshop was designed to bring awareness of the need for a more sequential series of experiences for students that will generate a feeling of the significance of the decision-making process.

The process used here would help the guidance counselor more clearly see his role and responsibility in career education and how the counselor might help generate awareness among the faculty members. This material guides them to work together to accomplish the set goals.

Developmental Program Goals for the Comprehensive Career Education Model and Guidance and Counseling Program. The Los Angeles Local Education Agency, Center for Vocational and Technical Education, Los Angeles, California, March, 1973.

The Comprehensive Career Guidance Program is intended to provide the framework for the development of specific grade level guidance programs which delineate the role and function of school guidance personnel. Major emphasis is given to a guidance system interrelated with instruction that assists students in personalizing their education experiences.

This material would be useful to counselor educators to serve as examples of what the guidance personnel role might include.

Herr, Edwin L., and Stanley H. Cramer. Vocational Guidance and Career Development in the Schools: Toward a Systems Approach. Houghton Mifflin Company, Boston, Massachusetts, 1973.

Career Guidance and education have been interdependent in the past and will be in the future. This book gives an overview of current research and theory on career/vocational development, the current occupational structure in the U.S., and gives an in-depth treatment of the application of a systems approach to the interaction of varied resources, student characteristics, and guidance strategies at different educational levels. Other areas treated include: vocational guidance as treatment, measurement and information as counseling and group work support, cooperative links among educational agencies at different levels, and factors and strategies influencing change.

Herr, Edwin, ed. Vocational Guidance and Human Development. Houghton Mifflin Co., Boston, Massachusetts, 1974.

For counselor educators who are interested in a more complete program for vocational guidance, this book includes some effective background material. Parts of the book give more detailed information in some areas which have had less attention, these are counseling with girls and women, disadvantaged and minority populations as well as the handicapped.

Also given is a discussion on the role of assessment in career guidance and professional preparation for vocational guidance.

Also presented is a good bibliography at the end of each chapter for further study.

Life Career Development. Board of Education of Baltimore County, Towson, Maryland, 1974.

Life Career Development gives a kindergarten through twelfth grade career education conceptual model, designed as a guide for teachers, administrators, and counselors. It suggests steps in infusing career education in the curriculum, major concepts and goals for career education, as well as objectives and strategies for elementary, junior/middle, and senior high school.

This model would help give ideas on ways the existing curriculum can be used and be infused with activities to meet the career concepts and goals at the various levels.

As stated here, this would be relevant material for teacher education programs, for administration education, and for counselor education.

McMillian, Walter. Guide for Establishing a Systemwide Job Placement Program. Knoxville Department of Public Instruction, Knoxville, Tennessee, 1973.

This guide should assist administrators, guidance counselors, and vocational educators in identifying problems connected with establishing a job placement service.

The guide defines job placement and tells what a placement program should accomplish. Presented are objectives and suggestions for running a needs assessment, so the placement service can be centered around those needs. The material suggests an advisory committee and a coordinator be appointed. Steps for implementing the system are outlined.

This guide would serve as an aid to all educators in the field of administration and counseling.

New Jersey Career Guidance Guide. State Department of Education, Division of Vocational Education, Trenton, New Jersey, 1974.

This is basically a summary of workshops which were held for Guidance counselors. Presented are topics such as "The Changing Role of the School Counselor," "Grass-Roots Development of Curriculum for Career Education," and "Improving Career Guidance Services." These topics dealt with ways for the counselor to improve and better understand their role in career education.

Suggestions of ways the counselor might help with the development of curriculum for teachers and their own guidance programs are given. The material presents a model for developing career guidance objectives, in order to aid with the complete program.

Counselor educators should be interested in this manual as they begin working with career education.

Peters, Herman H., and James C. Hansen, eds. Vocational Guidance and Career Development: Selected Readings. Second Edition, New York: MacMillan, 1971.

The 1971 edition of this excellent source book of readings is one of the first references to reflect the new concerns and perspectives of vocational guidance and career development. It is designed to give counselors and counselors-in-training a condensed survey of the work of the best-known leaders in the field. The anthology contains over forty articles dealing with concepts of work, theories of vocational guidance, guidance procedures, vocational development, and new chapters on guidance and career development of the disadvantaged, women, and continuing needs in adult vocational guidance and career development. Each unit contains a useful bibliography.

Vetter, Louis, et. al. Career Guidance Materials: Implications for Women's Career Development. Research and Development Series No. 97, June, 1974.

Sex-role stereotyping was found in almost all post-1970 high school level career guidance materials studied in a content analysis of more than 9,500 pages and 1,850 illustrations. Random samples of the materials, taken from commercial and noncommercial lists, indicated that about 75 percent of illustrations of people of one sex were men; 75 percent of proper names used were male; 33 percent of men and 4 percent of women were pictured outdoors; 36 percent of the materials differentiated between male and female career patterns and 14 percent on pay scale; and 30 percent mentioned "working mothers." The report offers representative stereotyped and nonstereotyped quotations from the materials. Data is analyzed, tabulated, and discussed in relation to: methods and procedures, an analysis and comparison of the samples, and also the testing of the instruments is explained. Recommendations include: (1) honest discussions of occupational skills and life styles, (2) the use of the third person plural form of pronoun wherever possible instead of the usually unjustified use of "he" or "she," and (3) awareness of sex-role stereotyping throughout the materials rather than in special statements on the subject.

Wigent, Philip Alan. "A Study of Personality Variable Related to Career Decision-Making Abilities of Community College Student," Dissertation Abstracts, 33:7 (January, 1973), p. 3314-A.

The purpose of this study was to identify how selected personality variables are related to the career decision-making abilities of community college students. The variable studied came from data associated with the following areas of investigation: self concept, academic achievement, educational and socio-economic factors related to the student's family, and psychological needs.

The results of this study indicate that (1) individuals with positive self-concepts are more likely to have decided on their career goals; (2) academic achievement did not significantly affect abilities to

determine career goals; (3) parental education attainment and family socio-economic status were not useful predictors of student career-choice abilities; (4) psychological needs are inappropriate predictors of the difficulty of student career-choice.

This study should be particularly helpful to counselors as well as curriculum specialists and teachers.

POST SECONDARY

Career Education -- Strategies for Teacher Education. Chiney, Washington, Eastern Washington State College, 1973.

This is a report in which four universities set up strategy teams in four year public institutions which were involved in preparation of teachers. Each of the universities set out strategies to best fit their own needs. The important strategies as perceived by the authors are: Dissemination of information about career education to both the leadership of the college and the general faculty, improvement in the quality of counseling, encourage academic departments to introduce career implications of their disciplines into their introductory courses, infusion of career education into the pre-service teacher training programs, development of workshops involving career education and development of in-service programs to meet career education needs of teachers and administrators.

This material should be helpful to all teacher educators.

Davenport, Lawrence, and Reginald Petty. Minorities and Career Education. Columbus, Ohio: The House of Haynesworth, 1973.

Based on the assumption that there should be drastic changes in career preparation for minorities, this volume is intended to explore such changes and examine the implications for career education emphasis for minorities in the United States.

The volume contains eight short chapters by the authors and some other known writers. Each chapter presents different aspects of career education in relation to minorities. Some of these chapters are (1) "An Overview of Minorities and Career Education"; (2) "Career Education: A Tool for the Minority Veteran"; (3) "Career Education and the Community College"; (4) "Career Education for Women"; (5) "Counselors, Career Education and Minorities"; and (6) "Career Education, Professional Preparation and Minority Groups."

Although emphasis is placed on the feasibility of providing career education for minorities, the book, however, contains general and useful information concerning career education -- its concepts and objectives, its advantages and disadvantages, implications for curriculum revision and development, the models being developed, and career education's role in the total educational system.

The book provides useful source information on career education and gives the readers an overview of how it could be used to serve minority groups effectively. Teachers, counselors, educators, and administrators would find this readable volume worthwhile.

Holbin, Harold. Adult Education Career Curriculum Guide. Lafayette Parish, Lafayette, Louisiana, 1973.

This guide was designed as an aid to adult education teachers, counselors and administrators, in relating career education to the subjects being offered.

The guide uses career education in a broad sense to develop both cognitive and effective areas where not only information is important but also concepts, ideas, attitudes and values. The curriculum units presented include unit tapes, subject area, concept, sub-concepts, performance objectives, activities, teacher preparation, vocabulary, suggested resource persons, and field trip suggestions. The subject areas deal mainly with that of language arts, math, and reading.

These materials should assist those working with adult educators and for those who develop curriculum for adult programs.

ADMINISTRATION

GENERAL

"Administration Roles in Implementing Career Education Concepts in the School Curriculum," Ames, Iowa, Department of Public Instruction, 1975. Models for Career Education in Iowa, Implementing Career Education Objectives in the Classroom, Awareness Phase, Ames, Iowa 50010 Department of Public Instruction.

This material contains a discussion of why career education and the role career education should have in the system. Presented is the model developed for career education in the Iowa schools. The responsibilities of the administrative roles which include the local board of education, superintendent, career education coordinator, role of the building principal and the advisory committee, are given in detail.

Administrators with the desire to implement career education in their systems should find this useful material.

Benjamin, Ruby. "An Exploratory Field Study for a Cooperative Program between a Teacher Training Institution and a Community Hospital Utilizing Selected Clinics in the Preparation of Educational Personnel for Programs in Sex Education," Dissertation Abstracts, 31:7 (January, 1973), p. 3382-A.

This study is a description of a mutual assistance program between a teacher-training institution (Teachers College, Columbia University) and a community hospital (Lenox Hill Hospital, New York City). The study revolved around the idea that the hospital would involve teachers preparing to teach sex education in the work of selected clinics of the hospital. The teachers in turn would aid the staff by furnishing patients with educational programs needed in sex education and self-maintenance of health.

A pilot study conducted in the Pre-natal Clinic indicated that the program was feasible and recommendations were made for programs involving other clinics in the hospital.

The study furnishes a practical example of utilization of community resources in career education and is of interest to program and curriculum developers as well as administrators.

Burt, Samuel M. Career Education: Involving the Community and Its Resources. Eric Clearinghouse for Vocational and Technical Education, Information Series No. 91, 1973.

This exposition of the activities of school administrators and teachers designed for uniting the school and community presents career education as a new system of public education. Basic changes suggested in the organizational and administrative structure of local education agencies

focus on the following requirements: (1) a director of school-community relations; (2) a general advisory committee to work with him; (3) a designated school in each geographic school district for developing community involvement; (4) district advisory committees, and (5) organized activities that will modernize school-community relationships.

This material would aid in helping present and future administrators better understand their roles and responsibilities in implementing Career Education and involving the community.

Career Education, A Guide for School Administrations, prepared for AASA National Academy for School Executives, American Association of School Administrators, Washington, D.C., August, 1973.

This booklet defines the concepts of Career Education, what it is and what it is not. It presents the rationale for schools implementing this concept into their systems and gives facts as to the pay offs for the school and the community. It explains the leadership role of the administrator, how to start their programs, and where sources of help may be found within the community, and at the state and national levels.

It also contains an excellent bibliography for further study.

Career Education and the Businessman: Handbook of Action Suggestions. Chamber of Commerce of the United States of America, Washington, D.C., 1973.

This handbook provides the reader with a brief overview of the career education concept and a discussion of various roles that business may play in local career education programs. The handbook presents information on the basic idea of the career concept, assumptions related to the idea, problems associated with the idea and action suggestions for businessmen and educators to consider when implementing career education programs. The handbook is "must" reading for people working in administration and in teacher education who are concerned with involving the business community in career education programs.

Castner, David. An Evaluation Design for School Based Career Education Programs. Menomonie, Wisconsin, University of Wisconsin - Stout, 1975.

In these materials presented are many of the dissatisfactions with the present educational system. It points out direct problems that should be dealt with and shows the need for an education change.

The material then defines the nature and scopes of career education by using six approaches. It goes on to give four stages of program improvement for career education in terms of needs assessment, program development, program implementation and outcomes assessment. Also presented are four stages of evaluation, context, input, process and product evaluation.

This publication should be a very useful guideline for any administrator who wishes to implement career education into his system.

Consumer's Guide to Personnel Development Services in Michigan. Ann Arbor, Michigan, 401 S. 4th Street, University of Michigan, 1974.

Presented here are the methods and procedures for personnel development as developed by the Michigan Career Education Teacher Education Consortium. It was designed to be used by curriculum directors, guidance and counseling directors, the personnel development director and the school administrators.

This guide presents an overview of Michigan's personnel development model. It also introduces the career education in-service packages which contain resource material which has been useful in planning and conducting career education workshops for various groups of educational personnel. The materials will assist educators in the implementation of the career education concept through the: (1) sharpening of their perception of the concept; (2) acquisition of basic skills in implementing career education; and (3) establishment of goals for the continued application of these skills. Also presented is a directory of university services and personnel resources that might be found in the community.

Dale, Sam E., Jr., "Activities and Factors Considered Important in the Implementation of Career Education Programs at the Pre-High School Level in Louisiana," Dissertation Abstracts, 33:5 (November, 1972), p. 2250-A.

This study attempted to identify activities and factors essential for the implementation of a pre-high school career education program in Louisiana, as conceived by six professional education groups; parish superintendents, parish supervisors, guidance counselors, teacher educators, principals, and teachers.

A knowledge of the concepts held by those administrators, structuring curriculums, counseling, train teachers and teaching will give direction, scope, content, and methodology to the relatively new program of career education in the public schools of Louisiana. This study also attempted to provide information that will be useful to educators in the state of Louisiana as they approach educational reform and assist in the development of the concept that career education offers a reasonable goal to help young men and women live fulfilling and productive lives. All segments of the educational community should find this to be an enlightening study.

Davis, E. E., Anchorage School District Exemplary Career Education Project. Anchorage, Alaska 99504, 4600 DeBarr Rd., October, 1975.

These materials are concerned with the designing and implementing of a K-12 career education program, of awareness in K-6, exploration

in 7-9, and preparation in 10-12. The designed materials utilized the following areas of career education: self-understanding and interpersonal relationships, work, leisure, basic studies and occupational preparation, planning, and decision making and community involvement.

The goals were set out as: (1) identification of desirable student outcomes; (2) provide in-service for project teachers in understanding career education concepts, identification of aspects of present curriculums related to career education concepts, interdisciplinary planning and implementation methods; (3) articulate programs K-12 and provide articulation with local universities and training programs; (5) develop, select and refine K-12 curriculum to focus basic subject areas around the career development theme; (6) develop, for each occupational cluster, awareness curriculum for grades K-6 and exploratory curriculum for grades 7-9 exploratory work experience; (7) expand opportunities for secondary students to receive realistic career counseling.

This booklet gets out the methods used to achieve the goal including a model, concepts and activities.

These procedures should be useful to teacher educators, curriculum developers as well as administrators.

Flaaten, Wayne Richard. "The Role of the Elementary School Principal, Teachers, and Parents in the Area of Curriculum Improvement," Dissertation Abstracts, 33:6 (December, 1972), p. 2640-A.

This study was conducted to compare how a jury of experts and a group of elementary school principals perceived the ideal and actual roles of the elementary school principal, teachers, and parents in the area of curriculum improvement. The study was conducted in Ventury County, California. A questionnaire was used to obtain the opinions.

The findings of the study showed that both the jury of experts and the principal's group felt that the elementary principal, teachers, and parents should be involved to a much greater degree in the process of curriculum improvement. Opportunities for this involvement need to be provided in order to enhance the curriculum of the elementary school.

Guide for Establishing a System -- Wide Job Placement Program - McMillian Walter. Knoxville Co., Department of Public Instruction, Knoxville, Tennessee, 1974.

This guide should assist administrators, guidance counselors and vocational educators in identifying problems connected with establishing a job placement service.

The guide defines job placement and tells what a placement program should accomplish. Presented are objectives and suggestions for developing a needs assessment, so the placement service be centered

around those needs. The material suggests an advisory committee and a coordinator be appointed and gives steps for implementing the system.

This guide would serve as an aid to all educators in the field of administration and counseling.

Harrison, Denis D. "A Study of Attitudes Held by Superintendents and Principals toward Career Education in Texas," Dissertation Abstracts, 33:3 (September, 1972), p. 1085-A.

The purpose of this study was to determine attitudes toward career education held by principals and superintendents in Texas. The study was concerned with attitudes toward expanding vocational education, career education, in creating a unified career education school system, and designing career education programs for elementary through secondary grades.

A Likert-type attitude-scale was designed and tested as the measuring instrument. The analysis of the data from the attitude-scale supported this conclusion: The superintendents and principals would support a career education curriculum.

The study expressed that it was especially important that students receive more information about careers, and the superintendents and principals felt that career education could be a unifying influence in the school system.

This study should be useful as a model for further research into career education in other parts of the country. The information is of use to educational administrators as well as career education curriculum developers.

Kennedy, Elsie. Comprehensive Career Education School Administrator's Guide. Lexington, Kentucky, Vocational Education Curriculum Development Center, 1974.

Kennedy's school administrators guide offers an overview of career education covering goals, curriculum relevancy, components, roles, and stages of development. Some basic conceptual components proposed are: (1) self-awareness; (2) career awareness; (3) appreciations and attitudes; (4) economic awareness; (5) skill awareness and beginning competence; (6) decision-making; (7) employability skills; and (8) educational awareness. A holistic approach to the education of youth is suggested, integrating the home, school, and community into a total education effort as a major goal of career education. The responsibilities of all members of the educational team from the board of education to the guidance counselor, are described to insure cohesiveness in the step-by-step process of career development. In conclusion, the three phases of career education are defined: (1) the awareness phase in grades K-6; (2) the exploration phase at the junior high level; and (3) the preparation phase at the high school level.

Life Career Development - Board of Education of Baltimore County Towson, Maryland, 1974.

Life Career Development gives a kindergarten through twelfth grade career education conceptual model, designed as a guide for teachers, administrators and counselors. It suggests steps for infusing career education in the curriculum, gives major concepts and goals for career education, as well as objectives and strategies for elementary, junior/middle, and senior high schools.

This model gives ideas on how the existing curriculum can be continued and be infused with activities to meet the career concepts and goals at the various levels.

As stated, this guide contains relevant material for teacher education programs, for education of administration and for counselor education.

Ohio Career Development Program In-service Procedures Manual. Final Draft, Ohio State Department of Education, Columbus. Division of Vocational Education, October, 1974.

This manual describes the Ohio career education in-service program which attempts to emphasize closer contact wtih the world of work, replacing traditional in-service program emphasis on developing teacher efficiency within the classroom. The diagnostic-prescriptive technique is incorporated into this manual. An introductory section presents an overview of the history and operation of Ohio's career education efforts with special regard to the program's emphasis on in-service activities. An analysis of the integration of an in-service assessment instrument, its administration and scoring, is given. The material examines the planning and implementation of an initial in-service activity for educators without previous exposure to the Ohio Career Development Program. Evaluation of in-service activities is discussed and a section on career education in-service development reviews Ohio's developmental practices and its in-service career development programs.

Ryan, Charles. Career Education A Handbook of Funding Resources, Houghton Mifflin Company, New York, N.Y., 1973.

Mr. Ryan presents a profile of career education in the elementary school, middle school, and high school and explains the infusing of career education into the total school system. The article then states services of local, state and federal funding and gives direction on methods to obtain this aid. It further describes techniques for proposal preparation, giving definite steps to follow including rating and improving the proposals.

This resource should be most beneficial with the funding process in dealing with career education.

Stadt, Ronald W. et. al. Managing Career Education Programs. Englewood Cliffs: Prentics-Hall, Inc., 1973.

This book deals with outlining sound management procedures for developing and implementing career education programs. It is intended to provide managers of programs directed toward preparation for career entry and progression, with timely and practical ideas in planning, leadership, motivation and communication. Well-organized chapter topics such as "Objective Program Management"; "Planning"; "Leadership Styles and Patterns"; "Motivation and Morale"; "Communications"; "Information Systems"; and "Information Sources" represent priorities identified for effective career education programs. The chapter entitled "Communications" includes many sources for professional consultants in the area of communications. "Information Processing Systems" and "Information Sources" provide valuable functional resources for the program manager. Each chapter includes a brief summary, case studies, an analysis for each plus related activities, a supplemental list of things to do as well as a bibliography of additional readings.

This source is designed for utilization by members of a broadbased career education community; it can be useful for training career education personnel, or for reference purposes by directors and supervisors in schools and colleges.

Venn, V. Grant. Man, Education, and Manpower. American Association of School Administrators: Washington, D. C., 1973.

This book, written by long-standing advocates of keeping career preparation in the educational system, is one of the basic references in career education. Venn views the assumption of vocational training by federal manpower programs as an intrusion on the province of education, and ineffectual in the bargain. He argues that manpower programs of the 1960's bypassed educational institutions, "those best able to develop new skilled and technical manpower," without effectively reducing the pool of unskilled and unemployed workers. He has many innovative suggestions for using schools to bring vocational education into the mainstream of education, both in terms of status and curriculum offerings appropriate for all students. His concern for using schools to the best economic advantage leads to a proposal for year-round operation.

This should be useful to all administrators, giving them useable suggestions for implementation.

CURRICULUM DEVELOPMENT

A Guide for the Development of Career Education. West Virginia State Department of Education, Charleston, Bureau of Vocational, Technical and Adult Education, June, 1974. (Ed 106 552)

This publication, prepared as a result of two workshops sponsored by the West Virginia State Department of Education, consists of a guide to be used by local programs to give direction toward comprehensive career education. Reactions to national and state developments, suggestions, and information are provided on the following items: (1) identifying the basic components and concepts of career education, (2) developing a model which would facilitate the development of career education, (3) identifying goals and objectives of career education, and (4) identifying action steps for implementing career education. Matrix models provide some examples of the outcomes which would be contained in each of the areas of family, community, and school concerning the individual's development of skills, attitudes, and knowledge at the three developmental levels of career education (career awareness, career exploration and the world of work). Specific instructions for using the matrix model, activities, objectives, work sheets, and facilitating methods are contained in the appendix.

An Age-Graded Model for Career Development Education. Trenton, New Jersey, New Jersey State Department of Education, 1974. (Ed 060-180)

This paper presents a career developmental model covering the ages 5 to 18. Career development education includes experiences which facilitate self-awareness, career awareness and career decision making. Before choosing a model for career development, it is necessary to decide on a model for child development. The model presented here borrows heavily from the work of Harvey, Hunt and Schroder. The career development experiences were combined with the eight stages of child development to form a matrix of 24 cells. Processes and media appropriate to each cell were devised, which serves as a base from which activities can be generated.

This material presents a bit different view for the curriculum developer.

Backman, David C. "Operation Bridge," School Shop, 32:8 (April, 1973) pp. 88-89.

The Center for Career Exploration was opened in Greeley, Colorado, to provide disadvantaged youth with an opportunity to explore a variety of related occupational experiences prior to entering a regular vocational training program.

A variety of "hands on" occupational exploratory activities in the areas of automotive mechanics, automotive body repair and maintenance, welding, wood, and construction are provided. Each area has been broken down into basic exploratory activities and then divided into levels of difficulty. The Career Analysis Profile Sheet, which is used as a course outline and as a guide for future vocational counseling, is given to each student. An example of CAP is provided.

This successful program offers useful information to teachers, administrators and curriculum developers.

Bareyles, Randall. Career Education - A Differentiated Approach to Improvement of Instruction. Department of Public Instruction, Dover, Delaware, 1973.

In Part I this booklet presents information concerning the process for change, planning and implementation and a schematic representation. Part II deals with a philosophical framework and a curricular design, while Part III presents individualization of instruction. The authors have stated goals and objectives, characteristics, problems and concerns, on an individualized basis. Part IV of this material includes organizing for successful instruction, and includes a team teaching overview.

Curriculum designers will find assistance for their work in implementation of career education in this pamphlet.

Barley, Larry and Ronald Stadt. Career Education New Approaches to Human Development. Bloomington, Illinois: McKnight Publishing Company, 1973.

This written work discusses the criticism and crisis in education, relevance and accountability theories, and factors affecting career development as well as some history of Vocational and Career Education. However, for most purposes the last chapters on the fundamentals of curriculum development, and a curriculum model, as well as information on how to implement the change, seem to have the most merit. These chapters deal with a curriculum that is inclusive of K-12 so it should be useful to all teacher educators and administrators.

Career Education and the Businessman: A Handbook of Action Suggestions. Chamber of Commerce of the United States, Washington, D.C., June, 1973.

Conference participants, representing business, industry, labor and education, formulated concrete suggestions for action in response to a set of 10 career education concepts. The handbook is a compilation of the suggestions based on desirability, practical probability, and practical limitations of each concept. The concepts deal with exchange programs for schools and the world of work, field trips, work experience for students, placement, resource persons, year-round school, retired workers as resource persons, job satisfaction, marketable skills, and job availability. The related suggestions are accompanied by a statement of the concepts being considered, an explanation of its basis, assumptions regarding the idea, and problems associated with it.

Career Education. Department of Education, Tallahassee, Florida, 1974.

This booklet begins by giving the problem and background of the career movement. The material deals with what career education is, stating elements and outcomes. The contents present education models,

curriculum phases and critical counseling points, along with occupational clusters, and concepts of career education. Third the book deals with how this can be accomplished; first setting out the goals, then the planning and the implementation.

There is a section on career guidance, the new perspective, and a section created on the career development team and evaluation. This section presents sample objectives from K-12 and includes post secondary and adult education.

This guide would be of value to all levels of instruction as well as to various curriculum designs.

Career Education Model. Career Education Center, Sheboygan, Wisconsin, 1975. (Ed 073 251).

This Career Education Model graphically describes and identifies six major components useful in planning, organizing, and implementing career education programs: (1) career planning and preparation, emphasizing decision-making, (2) community input, (3) curriculum development by means of total staff involvement, (4) job placement, (5) self-concept, (6) world of work, providing occupational awareness experiences. These developmental concepts useful from pre-school through adult educational levels, include a sampling of integrated project activities, listed with their chief component. The authors state that "District-wide commitment and responsible leadership are necessary to implement any career education model."

Career Education Program, Exploration Workshops. Jackson, Kentucky, School Personnel of Region XII, 1974.

This work presents the outcomes and proceedings of various workshops. It presents modules of exploration which were called learning cells. The learning cells approach includes: (1) creative approach, (2) skill orientation, (3) performance orientation, (4) activity orientation, (5) handouts, and (6) evaluation. Many learning cells were developed and described; these units include the purpose, and performance objectives. In these workshops the participants were asked to write their own units and performance objectives. This was done by principals and guidance counselors.

The suggestions found here will be of use to curriculum developers as well as for in-service and pre-service training of counselors.

Career Education Proposal. Mesa Public Schools, Mesa, Arizona, 1973.

The first phase deals with Instructional Units in the elementary, junior high, and senior high school. It also presents guidance units and career education activity kits. The second phase presents staff development which gives the purpose, activity, abstracts, settings and resources needed for the session. This section deals with the hope that the participants identify satisfaction and dissatisfaction resulting from work and will consider the role of the school as

influencing the child's perceptions. It gives a strategy for implementing work satisfiers in classroom practices.

This booklet gives excellent suggestions for development of instructional materials as well as ways for personnel development. It should be useful for both per-service educators as well as curriculum developers.

Career Education: The Program Model for In-service and Training. Developed at the Center for Career Education. Arizona State University, Tempe, Arizona, 1974.

This is a catalog of resource units for Career Education Seminars, and a syllabus for career education methods. These materials include rationale, general explanation or resource units, contents of a resource unit, suggestions for using the units, suggestions for laboratory activities, a syllabus for career education curriculum development which include the same strategies that were given for career methods.

This material then presents some further expectations for future career education.

These materials would be beneficial to instructors as well as curriculum developers.

Consumer's Guide to Personnel Development Services in Michigan. University of Michigan, 401 S. 4th Street. Ann Arbor, Michigan, 1975.

This guide describes the methods and procedures for personnel development as set out by the Michigan Career Education Teacher Education Consortium. It was designed to be used by curriculum directors, guidance and counseling directors, personnel development directors, and school administrators.

This material presents an overview of Michigan's personnel development model, career education in-service packages which contain resource material that has been useful in planning and conducting career education workshops for various groups of educational personnel. The materials will assist educators in the implementation of the career education concept through the: (1) sharpening of their perception of the concept, (2) acquisition of basic skills in implementing career education, and (3) establishment of goals for the continued application of these skills. The authors have also presented a directory of university services and personnel resources that might be found in the community.

Coping - Career Oriented Electives in a Non-Grades Program K-12. Lafayette Parish School, Lafayette, Louisiana, 1974.

The aim of this publication is to provide a valid comprenensive collection of non-prescripture teaching units. It was designed to

be a means of communication about learning, rather than as a means of confining or controlling the teaching to be done in the classroom.

The units presented include course description, achievement criteria, career concepts, instructional goals, student objectives, major emphasis, suggested procedure and resource media.

This is a large volume, that covers a vast number of subjects, and would be a useful guide filled with many suggestions for aiding pre-service instructors help new teachers develop strategies for implementing career education.

Davis, E. E. Anchorage School District Exemplary Career Education Project. Anchorage, Alaska 99504, 4600 DeBarr Road. October, 1975.

These materials are concerned with the designing and implementing a K-12 career education program of awareness in K-6, exploration in 7-9, and preparation in 10-12. The designed materials utilized the following areas of career education: self-understanding and interpersonal relationships, work, leisure, basic studies and occupational preparation, planning and decision-making and community involvement.

The goals were set out as: (1) identification of desirable student outcomes, (2) provide in-service for project teachers in understanding career education concepts, identification of aspects of present curriculum related to career education concepts, interdisciplinary planning and implementation methods, (3) articulate programs K-12 and provide articulation with local universities and training programs, (4) orient non-project schools and communities to career education programs, (5) develop, select and refine K-12 curriculums to focus basic subject areas around the career development theme, (6) develop, for each occupational cluster, awareness curriculum for grades K-6 and exploratory curriculum for grades 7-9 to include classroom activities, on-site observation, hands on experiences, discussion leaders from the community and for grades 7-9 exploratory work experience, and (7) expand opportunities for secondary students to receive realistic career counseling.

This booklet sets out the methods used to achieve the goals including a model, concepts and activities.

These procedures should be useful to teacher educators, curriculum developers as well as administrators.

Drier, Harry and Nancy Martinez. ed. The Administration of Career Education. Columbus, Ohio, The Center for Vocational Education, Ohio State University, 1974.

These materials have been designed for use in a graduate course on a university campus. The main purpose is to present to the administrator an opportunity to seriously examine career education and its implications for the educational program. It examines the

various administrative functions which affect the implementation of career education.

This program can serve administrators at many levels, including department heads, building principals, curriculum directors, vocational education coordinators and superintendents of school districts.

Gardness, Richard. Annual Report of Career Education, an Integral Part of Teacher Education. Oregon State University, Corvallis, Oregon, 1973.

This program was designed to involve all the institutions of higher education in the state of Oregon. The procedure used was to visit each campus and have appointed faculty representatives. Later the staff members were presented materials and a key faculty member at each college was assigned to be a coordinator. Workshops were held and teachers were trained for teaching career education.

The material includes concepts, working papers, and ideas presented.

This paper would be beneficial to all curriculum developers as well as instructors of personnel dealing with the career education concept.

Holbin, Harold. Adult Education Career Curriculum Guide. Lafayette Parish, Lafayette, Louisiana, 1973.

This guide was designed as an aid to adult education teachers, counselors, and administrators, in relating career education to the subjects being offered.

The guide uses career education in a broad sense to develop both cognitive and effective areas where not only information is important but also concepts, ideas, attitudes and values. The curriculum units presented include unit tapes, subject areas, concepts, sub-concepts, performance objectives, activities, teacher preparation, vocabulary, suggested resource persons, and field trip suggestions. The subject areas deal mainly with that of language arts, math and reading.

These materials should assist those working with adult educators, and those who develop curriculums for adult programs.

Hoyt, Kenneth, Rupter Evans, Edward Macking and Garth Mangum. Career Education: What It Is and How To Do It. Salt Lake City, Utah, Olympus Publishing Company, 1974.

The authors present a clear concept and philosophy of career education and why it is needed in our education systems and go on to explain the methods of implementation and stress the need of leadership. The methods of implementation are set out in ten steps. This material should be very useful for curriculum developers.

Implementing Career Education: Procedures and Techniques. Kentucky University, Lexington, Bureau of Occupational and Adult Education, Washington, D. C., August, 1974.

This booklet offers practical help in implementing career education into a school system. It deals with the broader concepts permitting career education on a nationwide level and those concepts having grown out of the practical experience of developing new state programs. As primary change agents, administrators can set up pilot projects, establish good public relations, analyze the present system and channel responsibilities in the implementation process. The roles of the superintendent, the supervisor, the principal, the guidance counselor, and the teacher are clearly defined. Community resources lie in four basic areas: (1) the home, (2) business and labor, (3) elected officials and public agencies, and (4) school personnel. Steps in utilizing these resources are enumerated and personnel development discussed. Strategies for curriculum development include the following approaches: (1) the career implications of the subject matter, (2) isolated activities approach, (3) unit approach, and (4) integrated activities. Two sample approaches to career education curriculum unit writing and a project evaluation conclude the document.

This material should be beneficial to all people in the fields of administration and curriculum.

Improving Teacher Competencies - Basic Program Plans. 500 Lindsey Building 710 S.W. Second Avenue. Portland, Oregon 97204, 1974.

These materials were developed to interrelated instructional systems to provide training for school personnel in process skills which promote student self-understanding, self sufficiency and interdependence.

The materials present their own rationale and strategy, the possible evolution of social psychological self, animal self, stereotype self, opinionated self, existential self, and creative self. The rationale for these areas were presented as the six categories of instructional systems to be used: (1) teaching for effective growth, (2) pupil teacher interaction, (3) objective analysis and planned change, (4) interpersonal relations, (5) preparing educational training consultants, and (6) education as a system to support the growth of human potential.

These materials should be most helpful to personnel working with curriculum development.

Laco, Joseph, Ed. Curriculum Development for Career Education. Glassboro, New Jersey, Glassboro State College, 1974.

In this material is presented the philosophy of Career Education and a discussion of the setting of goals for career education. These authors have divided the introduction of vocations by grade levels.

Using 7 through grade 12, they had the teachers of each different discipline cover occupations related to their fields. An example might be that a political science teacher would work with the occupations of attorneys, lobbyists and foreign services, while a geography teacher might cover cartography, ecology, and forestry. The units presented have included the element, objectives, activities, resources and an evaluation technique for each area.

These materials will give some very concrete ideas for curriculum designers at the secondary level.

Lee, Allen. To Develop and Test a Model for Career Awareness In-service. Portland, Oregon, Portland State University, 1973.

This paper describes the work which was done in a project that was designed to test and refine an appropriate model. This model was to provide flexibility and adaptability for an in-service program to prepare elementary teachers to orient their students to the World of Work.

Phase One was to have selected principals, teachers, and curriculum coordinators. Those involved met and decided on outcomes, objective needs, sample models and procedures.

Later a three day workshop was held and the newly developed materials were presented, and the participants developed a prototype model for career awareness.

Phase Two of the project was testing variations of the In-service Model.

This paper contains materials which would be helpful to any elementary system wishing to implement career awareness.

Maurer, Wallace. Katheryn Kies, Craig Samuels, ed. Generic Teaching Competencies. Pennsylvania Development of Education, Hamshing, Pennsylvania 17126, 1973.

Presented here was an intern inventory of generic teacher competencies, which were developed at a workshop. This workshop sent out 66 statements of competencies all teachers should develop to be effective. Some of the general areas are psychology, learning theory, educational research, planning, teaching methods and techniques. It dealt with developing students, abilities grouping, encouraging student's creativity, motivational techniques, knowledge of growth and development. It also gave guidelines for the use of resources, and career patterns.

This inventory should be useful for teacher educators, curriculum specialists and administrators.

McComb, Bettie. Careers into Curriculum. Nova Schools, Fort Lauderdale, Florida, 1974.

Careers Into Curriculum is a guide for the educator who is interested in building into his already existing curriculum sound elements of career education. It deals with concepts of career education and delineates how two elementary schools organized total human resources (staff, parents, children and consultants) to implement career awareness activities into the curriculum. The material also gives plans for career awareness/exploration into the middle school and establishing career skills and building activities into the senior high curriculum.

This information should assist those people concerned with curriculum development at all levels.

McKinney, Lorella, Earnestine Cozier, David Harmon, Janet Lynn, and John Meighon. Career Education Personnel Development, Columbus, Ohio, The Center for Vocational Education, Ohio State University, 1975.

The purpose of this volume is to help university instructional planners in the preparation of undergraduate and graduate personnel for implementing career education (K-12).

The first section sets up goals and strategies for integrating career education into existing curricular. It also presents 105 goals and alternative strategies.

Section Two deals with the descriptions of university approaches for infusing career education personnel development into existing personnel development programs. Ideas are given for education administration, elementary and secondary education, and vocational education, both in courses and field experiences.

All of this information should be an asset to any university program that deals in pre-service at any level of education.

Miller, David H. and Allen B. Moore, Comps. Personal (Human) Services: Occupational Cluster Series - 11. Ohio State University, Columbus. Center for Vocational and Technical Education, National Institute of Education, Washington, D.C., 1973. (Ed 073 282).

This compilation of ERIC abstracts dealing with human services is the 11th in a series that identifies research and instructional materials in selected occupational clusters. Forty-four documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with human services.

Models for Career Education in Iowa, Implementing Career Education Objectives in the Classroom, Awareness Phase, "Implementing Career Education in the School Curriculum," Ames, Iowa 50010, Department of Public Instruction, 1974.

This pamphlet presents some background information rationale and a definition of career education. The booklet then discusses an in-service program, and tells how it worked with their own personnel. Next is described how to formulate career development objectives and how to integrate curriculum objectives into the present courses of study. Presented are suggested ways of writing and evaluating career activities and how to set up a timetable for the integrating process. The materials presented information for various subject areas throughout all grade levels.

Implementing Career Education in the School Curriculum will be an aid for a coordinated effort to infuse career education into the entire school system.

Nevada Board of Education, ed. Career Development in Nevada Organizing for Instruction, 400 King Street, c/o Capital Complex, Carson City, Nevada 90710, 1974.

This publication provides those concerned with curriculum development a hierarchy consisting of common goals of education, career education goals and school objectives. This information is then used in writing instructional guides.

Also presented are points for the instructional guides which include: (1) identifying and suggesting how instruction might appropriately take place, (2) selecting and writing appropriate activities, (3) selecting and writing appropriate resources, (4) identifying appropriate means of evaluation for student success, (5) identifying the career families, and (6) identifying learning environment. Clear examples of each of these points are given.

Nixon, William, Jr. Research and Development Project in Career Education. Rhode Island Department of Education, 22 Hays Street, Providence, Rhode Island 02908, 1975.

This volume presents the Rhode Island Department of Education procedures on synthesis of statewide and national information regarding career models. It deals with the development of three model types; focusing on specific problems of urban, rural and suburban settings. It outlines the proceedings of a conference involving representatives from each local educational agency, and sets out three plans for the implementation of career education in these local school districts. The procedures are discussed and summaries given dealing with the outcomes.

This material would be useful to teacher educators and gives some suggestions for developing career models which would benefit the curriculum designer.

Norton, Robert. Staff Development Guides. Columbus, Ohio, The Center for Vocational Education, Ohio State University, 1975.

The focus of these products is on suggested goals, strategies and resources for the planning of administration and implementation of career education. Some of the guides emphasize a workshop strategy with action oriented programming, including handouts. Major topics discussed by the guides include the need for staff development, role and functions of the in-service coordinator, planning, organizing and conducting staff development programs.

This material should be useful to all personnel who are responsible for the planning of various in-service programs.

Potter, Denis Arthus. "A Comparison of Selected Interests and Demand of Parents, Teachers, Counselors, and Administrators as they Relate to the Role of Career Education in Grades K-12 in the Weber County School District." Dissertation Abstracts, 33:9 (March, 1973), p. 5044-A.

The purpose of this study was to analyze and compare selected interests and demands of parents, teachers, counselors and administrators as they related to the role of career education. A Likert-type questionnaire was administered to parents, teachers, counselors and administrators in the Weber County School District.

Comparisons between groups were made concerning: (1) the need for career education, (2) the role of the school as it related to career education, (3) the responsilibity of different grade levels relating to career education, and (4) the perceptions of students concerning career education as these perceptions related to the demands and interests of parents, teachers, counselors and administrators.

The author offers several observations on career education as a result of the questionnaire's data. The major conclusions reached as a result of the analysis of the data include the following: (1) career education is generally supported by the society questioned, (2) the school should provide for skill development and job orientation, (3) an increase in the emphasis on career education at various levels is needed, and (4) students support the need for career education, but presently are not able to profit from it to the extent that it is necessary.

Pre-service Occupational Programs Edition. Illinois State University, Occupational and Rehabilitation, Springfield, Illinois, 1974.

Information presented in this edition discusses a project to design a teacher education curriculum model, based on competencies which could be implemented within existing university programs. They divided these competencies into: (1) program planning, (2) guidance activities, (3) instructional planning, (4) execution of instruction, (5) evaluation of instruction, (6) coordination, (7) youth

organizations, (8) operational activities, (9) public relations, (10) professional roles, and (11) program evaluation. They also formulated "terminal behaviors" which included conditions of performance and criteria for measurement. For each terminal behavior a pre-requisite set of "enabling behaviors" are also specified.

These materials would be useful to curriculum developers at the university level, and should present suggestions to all areas of education.

Smith, George, Carolyn Raymond, and James Saharis. Career Education, Community Resource Center. Mesa Public Schools, Center for Career Development, 1973.

This book presents guidelines for setting up a community resource service. A center was developed which provides for observation tours, career speakers, tel-lectures, and video-taped interviews tailored to meet the requirements of a particular class. This volume presents guidelines in ways to develop a center with all of these areas and also suggestions on how to relate the curriculum to career education concepts.

The material presents suggestions on the use of a resource center and linking the center to an active curriculum. This book implies the importance of the implementation of resource centers as the program also develops their career education concepts in the curriculum.

Smith, George, and James Zaharis. Overview of the Work Education Program. Mesa Public Schools, Mesa, Arizona, 1974.

This paper discusses letting students who are interested investigate various occupations; and the Mesa school system has set up a program termed general work education to accomplish this goal.

It gives the procedures used for implementing exposure and work experiences, and how this concept was received. This is a different approach to career development and should aid curriculum developers by seeing some different concepts in action.

Stentme, Dale, Arnold Lien, and Carol Miller. Career Education: Methods of Implementing Career Development in the Classroom (K-12). Department of Education Foundations and Counselor Education. The University of Wisconsin, Whitewater, West Madison, Wisconsin, 1973.

Here the authors have compiled a course syllabus. The syllabus deals with setting out requirements for implementing career education in K-12 and also presents ways for evaluation. The material presents a complete list of units, which include definite topics along with objectives for each course. This work also includes a list of other sources of information, resources and readings.

This syllabus would be useful to curriculum developers as well as teacher educators at all levels.

Wilson, Philip H. "An Investigation of the Effects of a Career Planning Course on the Readiness for Vocational Planning of High School Juniors," Dissertation Abstracts, 31:3 (September, 1973), p. 1029-A.

This investigation was concerned with effects of a career planning course (five sessions of one and one half hours each) on the readiness for vocational planning of high school juniors. A working model of career decision making was constructed which involved three processes: (1) exploration, (2) data gathering, and (3) decision making.

It was hypothesized that students who participated in the course should be more ready to make good career plans than those students who are not taught about the processes, and that their performance scores on a simulation decision-making activity would be significantly positively correlated.

Although the results of the study did not support the hypotheses, students in the experimental group stated that they were: (1) considering more career possibilities, (2) paying more attention to factors involved in career decision making, (3) more involved in the career decision-making process, and (4) satisfied and helped by the course.

This program contains possible ideas for developing a career curriculum.

Woodall, Thomas, and Lavern Olson. Education for Reality, In-Service of Teacher Orientation in Career Education. Marshall University, Huntington, West Virginia, 1974.

This manual is a summary of the basic design and focus for a workshop. Presented is an organized plan for development and change, along with a complete workshop design to achieve this purpose. The stages of groups or team development were set out, giving the activities which were developed to strengthen group relationships.

A career education model was developed that showed how to put a practical program into action.

These materials should aid in the development of personnel as well as implementation of career education into the curriculum.

GENERAL EDUCATION

A Guide for the Development of Career Education. West Virginia State Department of Education, Charleston. Bureau of Vocational, Technical and Adult Education, June, 1974.

This publication was prepared as a result of two workshops sponsored by the West Virginia State Department of Education. It consists of a guide to be used by local programs to give direction toward comprehensive career education.

Reactions to national and state development, suggestions, and information are provided on the following items: (1) identifying the basic components and concepts of career education, (2) developing a model which would facilitate the development of career education, (3) identifying goals and objectives of career education, and (4) identifying action steps for implementing career education. Matrix models provide some examples of the outcomes which would be contained in each of the areas of family, community, and school concerning the individual's developmental levels of career education (career awareness, career exploration, and the world of work). Specific instructions for using the matrix model, activities, objectives, and facilitating methods worksheets are contained in the appendix.

A National Annotated Bibliography of Curriculum Materials in Vocational and Career Education. State of Illinois, Board of Education And Rehabilitation, Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield, Illinois, 62706.

This National Annotated Bibliography was developed to illustrate and give information concerning extensive quantities of curriculum materials available to use in helping implement new curriculum ideas or the revising of now existing curriculum plans.

This material gives a description including the level and subject for use and also includes the provisions for acquiring the materials.

A Plan for Implementing a Career Education Program. Napoleon, North Dakota, 1973.

This guide presents a step-by-step plan to follow in implementing a career program which includes working with school boards and workshops for the school staff. It sets out general objectives for the entire system, as well as elementary objectives and secondary school objectives. This material also presents a form for evaluation which may be used by the program teachers, counselors, and students, so that they might see where they are effective and where changes might be needed.

This should be beneficial for persons in administration and in all educational programs developing personnel.

Abstracts of Instructional Materials for Career Education, 1972. Product Utilization Section, Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210.

This material is an indexed compilation of 200 abstracts with full text backup in the ERIC system.

The materials abstracted include curriculum units, teacher guides, handbooks, and career related instructional materials. A grade level index is included in each document for ready access to the materials.

Baily, Larry, Thomas B. Wook and Sharon Fechmar. Facilitating Career Development: An Annotated Bibliography, II. Department of Occupational Education, College of Education, Southern Illinois University, Carbondale, Illinois. February, 1974.

This publication documents the fact that a substantial body of data is available for educators who are seeking direction in the implementation of career development programs. The purpose of the publication was to compile and implement oriented resources to be used by all manner of educational personnel.

Baker, G. E. "The Teacher's Role in Career Education." School Shop, 32:3 (November, 1972), pp. 35-37.

Teachers are the ultimate factor in the success or failure of career education because they are the elements through which the bulk of the educational and guidance activity is carried out. All teachers share at least three broad objectives for career education: (1) to provide experiences for the student in which he may gain a full awareness of career opportunities stemming from the study of school subjects, (2) to help the student test the reality of his self assessment and his goals, and (3) to develop attitudes of respect for all useful career roles in the society.

Teachers must develop a broad understanding of general career goals and a willingness to try new approaches to teaching in order to implement career education.

This article is a good general introduction to consequences of career education for the teacher.

Begle, Elsie, et.al. Career Education: An Annotated Bibliography for Teachers and Curriculum Developers. American Institute for Research, 1973.

This is a reference handbook for teachers and administrators to be used in developing and implementing career education in the school system. There are 327 items discussed in three major reference sections. The first section provides a summary and annotated bibliography of 160 literature references selected to provide a broad perspective of activity in career education. The second

section describes and summarizes 100 books of the type typically available through school libraries and children's sections of public libraries, which can be used as classroom materials in the implementation of career education, without the requirement of major expenditures on the part of the school district. Finally, the last section summarized information on 69 supplementary references that teachers, curriculum designers and other material developers might wish to consult for further information with regard to instructional materials, periodic literature reviews, key publications, journals in the field, and the like. Each of these sections may be considered as independent, self-contained reference resources.

Borman, Christopher and Walter Stenning, Edit. Career Education Material Effectiveness as Judged by Teachers. Center for Career Development and Occupational Preparation, Texas A & M University, College Station, Texas, 1973.

This information deals with teachers from instructional areas in K-1, 2-5, 6-9, 10-12 Math Science, 10-12 Social Studies, 10-12 Language Arts, 10-12 Vocational Education and Industrial Arts, who were asked to serve as judges of career materials. An evaluation instrument was developed and presented to the teachers for review and discussion. The authors presented the titles of the educational materials which were evaluated and the ratings the teachers gave each.

This information would be useful to all instructors of education dealing with these various areas.

Buan, Carolyn, and Larry McClure, ed. Essays on Career Education. Northeast Regional Educational Laboratory, 1973. Portland, Oregon, 1973.

This book is compiled of a group of writings by people in various fields, who expose their viewpoints and give positive suggestions for implementation. The articles are written by various administrators at different levels of education, an anthropologist, philosopher, historian, various types of psychologists, various teachers of different disciplines, as well as an economist and businessman from a bank vice-president to an attorney. This volume should include information that would be helpful and encompass all subject areas.

Bushes, Cyril, Charlie Williams, and L. L. Lewis. Ideas for Classroom Activities in Career Development. South Carolina Department of Education, 906-B Rutledge Building, 1429 Senate Street, Columbia, South Carolina 29201, 1973.

This booklet is an assimilation of ideas originating with classroom teachers, and has been introduced as a supplement to other programmed packages. The ideas presented here are lesson capsules and leave room for the individual teacher to fit them to their own subject area.

These lessons may be used in all areas of education. Some of the lesson capsules were presented with a very simple concept while others were developed with much more detail and complex ideas.

Career Education, an ERIC Bibliography. Educational Resources Information Center Clearing Houses. CCM Information Corporation, New York, New York, 1972.

This recent bibliography has been compiled to include in one document all the citations in the ERIC systems pertaining to the concept and implementation of career education and the relationship between education and work. The documents listed give complete bibliography information as well as abstracts. Availability of documents, either in hard copy or microfiche, is also listed.

Career Education, Clearinghouse Bibliography and Index. Arizona Career Education Clearinghouse, Department of Education, 1535 West Jefferson, Pheonix, Arizona 85007.

This bibliography has three major sections: an annotated bibliography of all materials, indexes to elementary grade levels and materials by subject matter and grade level.

The elements include such things as career awareness, self awareness, decision-making skills, employability skills and education. The subjects cover a vast number of areas.

Career Education. Department of Education, Tallahassee, Florida, 1974.

This booklet begins by giving the problem and background of the career education movement. It then deals with what career education is: elements and outcomes. Education models, curriculum phases and critical counseling points, along with occupational clusters and concepts of career education, are pointed out.

This document presents a section on career guidance, the new perspective and a section on the career development teams with evaluation, which presents sample objectives for K-12, post secondary, and adult education.

This guide would be of value to all levels of instruction as well as to various curriculum designers.

Career Education and the Businessman: A Handbook of Action Suggestions. Chamber of Commerce of the United States of America, 1973.

This handbook provides the reader with a brief overview of the career education concept and a discussion of various roles that business may play in local career education programs. The handbook presents the idea, problems associated with the idea and action

suggestions for the businessmen and educators to consider when implemnting career education programs. The handbook is "must" reading for people working in administration and in teacher education who are concerned with involving the business community in career education programs.

Career Education - How To Do It. Office of Career Education, U.S. Office of Education, 1974.

This handbook provides persons in charge with implementing career education with ideas that should be helpful. The materials were written by participants in 20 career education " mini conferences". It gives guidelines for activities classroom teachers might implement, and suggests that some teachers be assigned the following tasks: (1) providing students with specific vocational competencies; (2) helping students acquire job-seeking and job-getting skills; and (3) helping with decision-making skills.

The handbook also gives guidelines for the business, labor and industry community, for counseling and guidance personnel, home and family members where the students reside, educational administrators and school boards.

This material should be beneficial to the pre-service teacher educator at all levels, as they help new teachers understand the career education concept.

Career Realization Development Project. Hot Springs Public Schools, Hot Springs, South Dakota, 1973.

These materials were developed from career workshops that were held for in-service training of teachers. It sets out special goals for kindergarten through twelfth grades. The training help set up community resources and develop total learning concepts which stress avocational as well as vocational. This manual gives definite guidelines for ways to use these ideas and develop units of instruction that would carry out the goals set for each educational level.

The report also discusses how to develop and set up a supporting media center.

These suggestions should give assistance to all educators interested in developing and implementing career education.

Career Education - The Program Model for In-service and Training. Center for Career Education, Arizona State University, Tempe, Arizona, 1974.

This material presents a catalog of resource units for career education seminars and a syllabus for career education methods.

Included is a rationale, general explanation of the resource units, contents of a resource unit, suggestions for using the units, suggestions for laboratories, activities, and a syllabus for career education curriculum development.

These materials would be beneficial to instructors as well as curriculum developers.

Consumer's Guide to Personnel Development Services in Michigan. University of Michigan, 401 S. 4th Street, Ann Arbor, Michigan, 1974.

Presented here are the methods and procedures for personnel development as defined by the Michigan Career Education Consortium. It was designed to be used by curriculum directors, guidance and counseling directors, personnel development directors, and school administrators.

This guide presents an overview of Michigan's personnel development model, career education in-service packages which contains resource material in planning and conducting career education workshops for various groups of educational personnel. The materials will assist educators in the implementation of the career education concept through the: (1) sharpening of their perception of the concept; (2) acquisition of basic skills in implementing career education; and (3) establishment of goals for the continued application of these skills. A directory of university services and personnel resources that might be found in the community are presented in the final chapter.

Coping - Career Oriented Electives in a Non-graded Program, K-12. Lafayette Parish School, Lafayette, Louisiana, 1974.

The aim of this publication is to provide a valid comprehensive collection of non-prescriptive teaching units. It was designed to be a means of communication about learning, rather than as a means of confining or controlling the teaching to be done in the classroom.

The units presented include: course description, achievement criteria, career concepts, instructional goals, student objectives, suggested procedure, and resource media.

This is a large volume that covers a vast number of subjects, and should be a useful guide, filled with many suggestions for aiding pre-service instructors as they develop strategies for implementing career education.

Davis, E. E. Anchorage School District Exemplary Career Education Project. 4600 DeBarr Road, Anchorage, Alaska, 99504. October, 1975.

These materials are concerned with the designing and implementing of a K-12 career education program of awareness in K-6, exploration in

7-9, and preparation in 10-12. The design utilized the following areas of career education: self understanding and interpersonal relationships, work, leisure, basic studies and occupational preparation, planning and decision making and community involvement.

The goals were set out as: (1) identification of desirable student outcomes, (2) provide in-service for project teachers in: understanding career education concepts, identification of aspects of present curriculum related to career education concepts, interdisciplinary planning and implementation methods, (3) articulate programs K-12 and provide articulation with local universities and training programs, (4) orient non-project schools and communities to career education programs, (5) develop, select and refine K-12 curriculum to focus basic subject areas around the career development theme, (6) develop, for each occupational cluster, awareness curriculum for grades K-6 and exploratory curriculum for grades 7-9 to include classroom activities, on-site observation, hands-on experiences, discussion leaders from the community and for grades 7-9 exploratory work experiences, and (7) expand opportunities for secondary students to receive realistic career counseling.

This booklet sets out the methods used to achieve these goals, including a model, concepts and activities.

These procedures should be useful to teacher educators, curriculum developers as well as administrators.

Drier, Harry, Jr. Career Development Resources: A Guide to Audiovisual and Printed Materials for Grades K-12. Charles A. Jones Publishing Company, Department 8500, Worthington, Ohio 43085.

This guide presents over 2,000 films, filmstrips, records, tapes, kits, games, books and other printed materials. They are described and grouped by grade level and career education concepts. The audiovisual and printed materials were selected by counselors and teachers to meet learning objectives in three areas of education: self understanding, the world of work, and career planning and preparation.

These resoueces should be excellent references for instructional aids for guidance counselors, teachers and librarians.

Dunn, James. Career Education: Annotated Bibliography. American Institutes for Research. Palo Alto, California, 1973.

This annotated bibliography of career education materials describes career development project reports, curriculum guides, papers, and books on such topics as curriculum development and evaluation. These materials should be useful to teachers, counselors, and supervisors involved in curriculum development or interested in professional improvement.

Exploring the World of Work. Center for Vocational Education, Ohio State University, Columbus, Ohio, 1974.

This teacher's guide provides an introduction to a wide variety of occupations. Its purpose is to expand students' awareness of both producing and service occupations within the community. The strategy employed in the development of the guide is one in which the broad concepts presented are described with more specific occupational examples.

This guide will help acquaint present and future teachers with facts about the world of work and allow them to help their students to better understand job expectation and types of occupations available.

Feingold and Swerdloff, Sol. Occupations and Careers. McGraw-Hill Book Company, New York, New York, 1973.

This book is designed for use in courses in occupations, and as a reference for counselors and their students. It is to help students explore, with their teachers and counselors, the complex world of work in a logical, meaningful, and interesting manner. It also provides a discussion of those factors that the individual must learn about himself--his abilities, interests and aptitudes, as well as the education and training necessary for various career goals.

This material might be used as suggestions for both future teachers and counselors as they work with the career education concept.

Gardness, Richard. Annual Report of Career Education, An Integral Part of Teacher Education, Oregon State University, Corvallis, Oregon, 1973.

This program was designed to involve all the institutions of higher education in the state of Oregon. The procedure used was to visit each campus and work with appointed faculty representatives. The staff members were presented materials and a key faculty member at each college was assigned to be a career coordinator. Then workshops were held for teaching career education. The participants also created a library of films, tapes and printed materials for each institution.

The material includes their concept and working papers.

This paper would be beneficial to all curriculum developers as well as instructors of personnel dealing with the career education concept.

Greene, Stanley Dee. The Relationship Between a Developing Career Education Program and the Career Maturity of Secondary Students. Kansas State University, Manhattan, Kansas 66506, 1973. (Ed 09905)

The purpose of this study was to determine if exposure to the concepts of career education increases the career maturity and the career

competencies of selected junior and senior high schools, grades 7-12 in Santa Barbara, California.

The treatment was an experimental career education program and consisted of five components: (1) teacher in-service, (2) junior high school curriculum, (3) senior high school curriculum, (4) guidance and counseling, and (5) placement. Students in the experimental groups were exposed to intensive career guidance and were enrolled in classes which teachers modified their presentation of subject matter to include career-relevant material. These teachers also received continuous in-service training in career education.

The experimental career education program appeared to effectively increase the maturity of career attitudes, and also appeared effective in fostering gains on career competencies as measured by the CMI Career Competency Tests. The career education program appeared to be equally effective for both sexes for all six grade levels.

Haines, Peter G. Career Education: In-service Teacher Education, Eric Clearinghouse on Vocational and Technical Education, Columbus, Ohio, 1973.

First is outlined the strategy of career education which includes identifying the target audience for the in-service training, defining the competencies desired and the level of the competencies.

Second the material deals with the structuring of the in-service effort, which works with encouraging participation, meeting teacher needs, determining attitude change and program content.

The last section gives an instructional system case study, which presents one plan and other ideas which might serve as guidelines.

This publication would be useful to all educators who might be looking for suggestions for either in-service or pre-service training at all levels.

Hawaii Career Development Continuum. Guide 10-12, Guide 7-9, Guide 4-6, and Guide K-3, four volumes. Office of Instruction Service, Department of Education, State of Hawaii, June, 1974.

This book presents rationale and directions for users. The materials developed a conceptual model of career development and set up goals, subgoals and objectives for career development.

The learning experiences are presented in self-realization, economic efficiency, social relationships, and civic responsibilities.

These materials should serve as a guide for teacher educators at all levels.

Heyel, Kathryn. Career Education, A Selected Annotated Bibliography of Resource Material for the Implementation of Career Education in Grades K through 3. Library, Graduate Division, Glassboro State College, Glassboro, New Jersey, 1974.

This bibliography contains materials for use of kindergarten through third grade. It is arranged in grade levels and subdivided under each grade into typical course units, usually associated with that grade. Each area lists printed materials and non-printed materials. The works are grouped by the medium and then listed alphabetically by the titles.

This should be a useful aid to all educators who work in these grade levels.

Hopke, W. E., ed. The Encyclopedia of Careers and Vocational Guidance. Volume 1: Planning Your Career, Volume 2: Career and Occupations. Garden City, New York: Doubleday and Company, Inc., 1973.

In the introduction, Mr. Hopke suggests vocational information be given to students in the elementary grades and increase the program on through junior high and senior high school. He also stresses the importance of good counseling techniques. Volume 1 carries articles such as "It is Your Choice," "Where to go for Further Information," "Using Testing Results in Vocational Planning," "How to Find a Job" and "The Future Worlds of Work." Included in this volume and continuing into Volume 2 are exploration of 650 different occupations.

These volumes should be helpful to guidance counselors and to classroom teachers when introducing the world of work.

Iaquinto, Shirley, Sandy McCarthy, Dorothy Hornbuckle, Meg Hauter, and Kathleen Morrow. Comprehensive Career Education Project. Ohio State University, Columbus, Ohio, 1974-75.

This paper presents a mini-proposal concept which is to effect change in the curriculum quickly and to motivate teachers to plan to implement innovative units, projects, and activities which integrate career education elements. It sets out guidelines to help teachers to learn to unite behavioral goals and objectives, establish learning centers and work closer with other teachers in a joint effort.

A mini-course description which goes along with the comprehensive program gives ideas of courses and includes interesting survey forms, etc., that can be used.

This paper will give assistance to those wishing to implement career education in their programs.

Johnson, Edward, Charles Ryan, and John Burzow. Career Education and Maine - Curriculum Guide. College of Education, University of Maine, Corham, Maine, 1973.

Developed for the Maine educators, this curriculum guide includes materials K through 12. The guide presents career awareness units in the elementary school, career exploration in the middle/junior high and preparation in the high school.

Each instructional unit includes descriptions of the program, concepts, objectives and activities. This guide develops information in many areas and also includes some materials for counselors. It presents a bibliography and publishers of career related materials.

This material may be used in developing career education materials at all levels and aids in showing pre-service classes ways for implementation.

Keller, Louis. Career Education In-service Training Guide. General Learning Corporation, Morristown, New Jersey 07960, 1974.

This guide presents background information on career education and then presents an overview of the Comprehensive Career Education Model, which gives selected career education goals.

Next, the material discusses implementing career education by looking at how much change is needed, giving a nine step developmental system for implementation and activities which might be carried out in an in-service program, complete with an example of an agenda.

This guide would be a useful aid for personnel development, in-service as well as pre-service. It gives guidelines that should apply regardless of the level of education.

Life Career Development. Board of Education, Baltimore County, Towson, Maryland, 1974.

Life Career Development presents a kindergarten through twelfth grade conceptual model, designed as a guide for teachers, administrators and counselors. It gives suggested steps in infusing career education in the curriculum, major concepts and goals for career education, as well as objectives and strategies for elementary, junior/middle, and senior high school.

This model gives suggestions on ways the existing curriculum can be used and be infused with activities to meet the career concepts and goals at the various levels.

As stated, it would be relevant for teacher education programs, for administration education, and for counselor education.

McMenn, D. L., Betty Wong, James Morris, and Cavele Johnson. Career Education - Practitioners Ideas for Implementation. Mississippi State Department of Education, 1974.

First, career education is defined and interpreted and then the material presents the career educational personnel roles and responsibilities. The material presents the implementation responsibilities of the administrators, the director's role, and suggestions for teachers' instructional precedures. Also included are basic concept assumptions of career education, a general definition of career education, programmation assumptions and career education tasks.

Initial implementation in these materials includes teachers, the business industry, labor community, and counseling and guidance personnel.

This information might well be used by all educators and instructors of guidance programs.

Mesa Public Schools, eds. Career Education Proposal, Mesa, Arizona, 1974.

The first phase of this proposal deals with instructional units in the elementary, junior and senior high levels. It also presents guidance units and career education activity kits. The second phase presents staff development which gives the purpose, activity, abstracts, settings, and resources needed for the session. This section deals with the hope that the participants may identify satisfaction and dissatisfaction resulting from work and will consider the role of the school as influencing the child's perceptions. It gives a strategy for implementing work satsifiers into classroom practices.

This booklet gives suggestions for development of instructional materials and personnel development, and should be useful for pre-service educators and curriculum developers.

Meyer, Ed. An Instrument for Implementing Life Centered Education. Northern Illinois University, DeKalb, Illinois, 1974.

This booklet starts with organizing the center concepts and suggests that this organization is an additional tool, more akin to central thought, and helping teachers think in a more organized way. The second major idea is that the teacher is the key to instruction, and sets out strategy to work with the teacher's imagination. These materials are entitled ABLE.

This program presents three dimensions of planning: (1) what content area will emerge; (2) what materials, people and places can be available; and (3) what can the learners do. The guide is an outline for a structured plan to present: (a) idea; (b) accessibility;

(c) accomplishment; (d) oral expression; (e) activities. The whole idea is to design "people oriented" centers. This material should be useful in teacher training at any level.

Morgan, Robert L. and Mollie W. Shook eds. Career Education Monograph Series. Center for Occupational Education, North Carolina State University, 1973.

This series contains nine booklets for teachers and administrators. These include: (1) a manual for the implementation and administration of career education programs; (2) elementary school curriculum guide; (3) middle school curriculum guide; (4) high school curriculum guide; (5) post-secondary career education; (6) career guidance; (7) placement and follow-up in career education; (8) professional development; and (9) involving the community in career education.

The series provides input from several individuals who directed career projects or visited forty-one career education projects during 1972 as part of a USOE sponsored project. Topics for the series evolved from the project and the visitations.

This series would be of benefit to all teacher and administration educators at all levels.

Morris, J. H. Career Education: A Handbook for Program Initiation. Department of Education, Ken State University, P.O. Box 771, Jackson, Mississippi 29205, 1974.

This book gives a complete introduction to the career centered curriculum, also a complete outline of the responsibilities of the administrator in the leadership function and support function, the responsibilities of the career educator, responsibilities of the counselor, and the responsibilities of the teacher. This volume also includes a sample of career activities which are divided into three groups: elementary school, middle school, and high school. Most of the material presented is flexible enough to be used at all different levels.

These materials were designed to help the educators at all levels of training.

Myers, Everett. Career Education: A Guide for Implementation. Buckeye Union High School, Buckeye, Arizona 85326, 1974.

This pamphlet is developed to set out goals so the students included will be provided with the opportunity to develop themselves to the maximum capacity, intellectually, emotionally, socially, vocationally, and physically to become well adjusted, contributing persons in society.

This material sets out eighteen basic goals and includes subgoals, as well as presents how the goals interlock.

Also given are the steps taken to implement goals and objectives, along with the career education concept. These materials deal with the curriculum K-12, and should be of interest to administrators as well as all classroom teachers.

Nevada Department of Education, ed. Career Development in Nevada-Goals and Objectives. c/o Capital Complex, 400 King Street, Carson City, Nevada 89710, 1974.

This is a working guide which has set up a clear picture of their career education goals and subgoals. The guide deals with the school objectives and classroom objectives. An example of a goal would be self awareness leading to self identity. The subgoal would be to recognize the relationship of one's interest, aptitudes and achievements to the realization of career or life aspirations. The school objectives are set out for each level: elementary, middle, and secondary.

The presentation has dealt with eight main goals, which include programs like the one described.

These materials would be an asset to all levels of education which are developing a career education program.

Nixon, William, Jr. Research and Development Project in Career Education. Rhode Island Department of Education, 22 Hays Street, Providence, Rhode Island 02908, 1974.

This volume presents the Rhode Island Department of Education procedures on synthesis of statewide and national information regarding career models. It deals with the development of three model types, focusing on specific problems of urban, rural and suburban settings. It outlines the proceedings of a conference involving representatives from each local educational agency, and sets out the three plans for implementation of career education in these local school districts. The procedures are discussed and summaries given deal with the outcomes.

These materials would be useful to teacher educators and give some suggestions of ideas for developing career models which would benefit the curriculum designer.

Odhert, John and Eugene Frather. Career Education Personnel Model. University of Michigan, Ann Arbor, Michigan 48104, 1973.

This is the final report of a program in which the University of Michigan was to develop competency-based models for the preparation and training of educational personnel who will plan and implement career education programs at the local level. The competencies were organized to serve as the basic framework for pre-service and in-service educational programs. Models were set up for

elementary teachers, middle/junior high school teachers, secondary teachers, and for counselors and administrators on the same levels. The guide lists the statement of competency and performance criteria for each of the models.

These materials should be beneficial to all universities desiring to include career education concepts into their teacher education.

Personnel Development for Career Education, A Selected Annotated Bibliography. The Center for Vocational and Technical Education, 1960 Kenny Road, Ohio State University, Columbus, Ohio 43210, 1973.

The purpose of this bibliography is to provide materials to aid in staff development. It should be of assistance to those planning and/or working in the career education movement who have responsibility for preparing and utilizing staff effectively. The selections are rather broad and varied, inasmuch as it is assumed that the process of change necessitated by the varied concepts of career education and its current involvement implies the use of a large range of ideas and sources in personnel preparation.

The listings include books, dissertation abstracts and journals.

Rask, Glen. The Kansas State Exemplary Program In-service Model. Department of Adult and Occupational Education, Manhattan, Kansas, 1974.

This program was designed to be utilized in providing in-service to the personnel of three school districts.

The model used first makes a needs assessment, which involved: (1) needs of administrative and supportive personnel, (2) faculty, (3) student's attitudes, and (4) the community's role.

Second was to develop consensus building, to achieve strong support by administrators, school boards and faculty.

Third orientation was used to give an overview of the educational system and rationale of career education.

The last steps involved working with instructional methods, curriculum relevance, resource development and materials development.

This guide should serve any group of educators who desire developing career education into the curriculum. It would also be beneficial to instructors on the university level in working with pre-service educators.

Ressler, Ralph. Career Education: The New Frontier. Charles A. Jones Publishing Company, 4 Village Green, S. E., Worthington, Ohio 43085, 1973.

This book of resource information for teachers and administrators examines career development from pre-career education through the

USOE emphasis. Information on the career education concept, learning activities, curriculum development and implementation is found in the book which can be used by elementary, junior, and senior high school teachers in all subject matter areas.

This material would be an aid to all teacher educators at each level.

Sata, Hank. Career Education Project, Orange County Consortium, "Career Word Puzzles." Yorka Junior High School, Orange, California, 1974.

Presented here is a suggested way of acquainting students with different careers by the use of seek and find word puzzles. These puzzles involve careers related to language, math, social studies and science. This method would be a good way to open a discussion on careers.

This idea might be used as an example for teacher educators to show pre-service teachers one way to begin the implementing of career education in the various disciplines. This concept could be used at all levels, being made simple to complex, depending on the age level.

Sources of Information on Career Education. A Resource Document. California State Department of Education, 1972.

This document (92 pp.) is an annotated bibliography of resources helpful when implementing career education programs. The publications are grouped in these categories: information on students of the 70's, job markets, objectives, curriculum development, teacher materials, counselor materials, student materials and evaluation guidelines. A bibliography of related career education sources completes the report.

Smutary, Jean, Paul Douglas, and Virginia Pettit, High School Workshops in Career Education. Evanston, Illinois, National College of Education, 1974.

This pamphlet is designed to help with careers in education both in pre-service and in-service training. It is divided into three sections, one which presents a brief historical development of workshops and suggestions regarding goals, another which deals with the objectives and time sequences, and a third section which includes sample hand-out materials, class goals and objectives used in pre-service and in-service.

These materials should be helpful to all education instructors.

Stevenson, John. An Introduction to Career Education. Charles A. Jones Publishing Co., Department 8500, Worthington, Ohio 43085, 1974.

An introduction to Career Education serves as a basis for the development and implementation of career education. It provides suggestions for implementing basic understandings into a total picture. The material deals with integrating the whole school curriculum K-12. Solutions are presented to the instructional problems of developing self understanding and career awareness.

This handbook can help those involved directly in guidance and counseling, as well as classroom teachers, administrators and curriculum coordinators.

Stentme, Dale, Arnold Lien, and Carol Miller. Career Education: Methods of Implementing Career Development in the Classroom (K-12). Department of Education Foundations and Counselor Education. The University of Wisconsin, Whitewater, Wisconsin, 1973.

Here the authors have developed a course syllabus. The syllabus deals with setting out requirements for implementing career education in K-12 and also presents ways for evaluation. They have designed a complete list of units, which includes definite topics to work with, along with objectives for each course. This work also includes a list of other sources of information, resources and readings.

This syllabus would be useful to curriculum developers as well as teacher educators at all levels.

Ten Pas, Henry. A Self Learning Approach to Career Education in Teacher Preparation. Oregon State University, Corvellis, Oregon, 1974.

These materials involve a project which developed self-learning materials for career education to be used in the sophomore level education courses. Four courses were developed. The idea of this project was to make available to the student a self-learning module through which he could be exposed to the concepts of career education and from them formulate a working plan for himself.

The module was developed in such a way it can be used by a multi-audience. This would include not only students in pre-service, but also in-service, as well as administrators. The module makes use of slides, cassette tapes, and printed materials.

Vild, Debra. The Three R's Plus Career Education. Arizona State Department of Education, Phoenix, Arizona, 1975.

The major purpose of this work is to identify and integrate occupational and non-vocational interests, skills, values and needs in order to bring about a more thorough and accurate self understanding. The

material assesses skills, values, needs, and compares these with characteristics of alternative courses and life styles. It also applies learning in school to the conditions and demands of out-of-school. There is a complete set of lessons designed for the fifth grade, but which would be adaptable to any elementary curriculum.

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